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ABSTRACT

The career development modules of the implementation guide, designed by counselor/teacher teams in Royal Oak, Michigan for junior high students, are intended to be used as a working copy for counselor/teacher teams. Career education concepts of self-awareness, assessment, and decision-making are correlated with the broad questions of: Who am I? How do I relate with others? Where am I going? The guidance components are: (1) "Me" (interests, achievements, and aptitudes); (2) "Recognize Me" (Lifelong process of self-development); (3) "It's O.K. to Be Me" (identification of emotional, intellectual, and physical strengths); (4) "What Makes Me Tick?" (understanding of needs, emotions, values, and self-esteem); (5) "Myself, My Time, My Friends" (creative activities involving interpersonal relationships); (6) "What Career for Me?" (identification of high interest area and occupational exploration experiences); (7) "Decisions, Decisions, Decisions" (understanding and applying the decision-making process); and (8) "Investigating Careers" (increasing career awareness through language arts objectives). Various learner objectives for each component are outlined with four accompanying columns that describe teacher preparation, counselor preparation, learner activities, and evaluation plan. Supplementary activity and information sheets and checklists for various components are provided throughout the guide. (EA)

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GUIDE FOR IMPLEMENTATION
1975

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CAREER DEVELOPMENT VIA COUNSELOR/TEACHER TEAMS

JUNIOR HIGH SCHOOL

CE 004 816

School District of the
City of Royal Oak
4000 Crooks Road
Royal Oak, Michigan

AUG 27 1975

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
4000 Crooks Road
Royal Oak, Michigan 48073

Guide for Implementation: Career Development Via Counselor/Teacher Teams

ABSTRACT: During the 1973-74 school year, one counselor from each of four Royal Oak junior high schools were involved in a state funded career education project where they identified career education goals, objectives and alternative delivery systems. The objectives correlated the career education concepts of self-awareness, assessment and decision-making with the broad questions of, Who am I?, How do I relate with others?, and Where am I going?

In 1975, seven counselor/teacher teams were formed to develop, field test and evaluate guidance components related to the above questions. The premise being that if the expertise of counselors and teachers were combined the probability of meeting the specific career development and personal needs of students would be greatly enhanced. The publication is the result of this effort.

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We, the Project Staff, wish to extend our sincere thanks and gratitude to the participating counselors, teachers and many others who assisted them in this effort. Their enthusiasm and commitment made this project a meaningful endeavor for all concerned.

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OVERVIEW

Background:

During the 1973-74 school year, one counselor from each of four Royal Oak junior high schools were involved in a state funded career education project where they identified career education goals, objectives and alternative delivery systems. The objectives correlated the career education concepts of self-awareness, assessment and decision-making with the broad question of Who am I? How do I relate with others? and Where am I going?

Rational:

The premise for this year's project was that if the expertise of counselors and teachers were combined into a cooperative effort the probability of meeting the specific career development and personal needs of students would be greatly enhanced.

Project Goal:

Goal: Volunteer teams, comprised of a counselor and teacher, will design implement and evaluate an instructional delivery system for selected career development objectives.

Sub-Goals:

1. Guidance Components (instructional delivery system) will be based on objectives selected from the 1973-74 Royal Oak Junior High Career Development Guidance Project. A review will be made of the compatibility of these objectives with those of the Michigan Department of Education, Reference Guidance Goals and Performance Indicators for Career Development.

2. Field tested Guidance Components will be revised, documented and packaged for dissemination within and outside the school district.

3. The project will utilize and evaluate the Michigan Department of Education, Expanding the Cooperative Efforts Between Counselors and Teachers.

PROCESS

Orientation/Objective Selection.

Prior to asking the counselors for a commitment, they were made aware of the project goals and their responsibilities toward reaching these goals. The counselors were advised of the coordination and consultant services which would be provided and the released time for teaming with teachers.

A list of objectives was presented for consideration to see how participation in the project could assist counselors in meeting the needs of their students. Counselor input was encouraged to make the objectives adaptable to their specific programs.

The following week individual meetings were held with each counselor to answer any further questions and solicit commitment to the project. Also at this time, the counselor selected from the list provided, the objectives which his/her guidance component would encompass. A time line was developed to assist counselors in organizing and scheduling their project responsibilities.

Team Development:

A 1/2 day workshop was held for counselor/teacher teams in which the process and module format were explained. At the end of this explanation each team was given the opportunity to start developing a plan for its guidance component.

Module Development:

Throughout the duration of the project, the coordinator and/or consultant met with each team to assist in developing the module, identifying resources, and designing the evaluation instrument. Most assistance was necessary at the outset of the project. To create an exciting yet manageable product, ideas were brainstormed and those most appropriate were selected to be expanded, and developed into modules.

Implementation/Evaluation:

(For implementation see individual modules).

After implementation the evaluation data was analyzed and the guidance components were revised based on data received from the field testing.

The modules were prepared for printing and the project process was evaluated by the counselors in a post-school workshop. This session was a vital phase of the project. It provided an opportunity for counselors, coordinator and consultant to compile the materials developed, share ideas, responsibility and pride for their accomplishments.

Time Involved*:

ORIENTATION - 1/2 day - counselors, coordinator, consultant

OBJECTIVE SELECTION - 2 hours - counselors, coordinator

TEAM DEVELOPMENT - 1/2 day - counselor, teacher, coordinator, consultant

MODULE DEVELOPMENT - As need basis - counselor, teacher, coordinator

IMPLEMENTATION - (see individual components) - teacher, counselor

SHARING IDEAS AND UPDATE ON PROJECT - 1/2 day - counselor, coordinator, consultant

REVISION OF MODULE AND PROCESS EVALUATION - 2 day post school workshop - counselor, coordinator, consultant

*Although ten (1/2 days) teacher substitute time was allotted for each team, once the counselor/teacher teams started working together, they used school planning time instead. Approximately three (1/2 days) were used per team. Coordinator met with counselors and/or team approximately 8 times.

Resources Provided:

State Department Module and training in its use.

Coordinator assigned one day a week to total project.

Consultant help in developing evaluation and analyzing data.

PROJECT EVALUATION

Evaluation of Process

The central focus of this project was the cooperative efforts of teachers and counselors to design career development modules for junior high students. Throughout the project, teacher-counselor teams developed, implemented, and revised career development modules with the help of such resources as released time, coordinator and consultant help. At several points during the project, both teachers and counselors shared their reactions to the process of working together. Based on these discussions, the following generalizations about teacher-counselor cooperation can be made. Hopefully, these generalizations will be helpful to other teacher-counselor teams.

1. Both teachers and counselors need orientation to career education.
2. It is helpful if the teacher has some motivation for working in this area such as interest, assigned course, etc.
3. It is helpful if the teacher is flexible in terms of introducing new subject areas.
4. The cooperative planning process acts as motivation for both counselors and teachers.
5. Use of the cooperative planning process requires time.
6. It is helpful if there is an open atmosphere among teacher and counselor with a free exchange of ideas and feelings.
7. Timing of the effort is important. Both the counselor and teacher need to be relatively free of other pressures.
8. Counselors and teachers frequently had different styles of operation, e.g., need for structure. It is important to recognize and allow for these differences.
9. Experience indicated that it was most effective to let the teacher remain the "boss of the classroom", e.g. set limits, handle discipline.

10. Both teachers and counselors have special expertise. It is useful to draw on these strengths. Counselor expertise seemed to be in group process, testing information, and occupational information. Teachers knew the needs of their students and seemed to be strong in the dynamics of module building, e.g. how to time things, what types of resources would work.

11. When working with a new teacher, it was helpful to carefully explain the module and let the teacher make an informed choice about whether or not to participate.

12. When working with a new teacher, it was helpful if counselor was open to adaptations and revisions which were suggested by the new teacher.

13. It was useful to have coordinator and consultant help available. They helped in identifying resources, helping teams build cooperation and developing evaluation techniques.

14. It was helpful to keep the building administration involved and informed.

15. It was helpful to keep parents informed.

All counselors who participated in the project were interviewed to get their reactions to the cooperative planning process. The chart on the next page presents the results of these interviews.

COUNSELOR REACTIONS

1. Did the teacher understand the basic goal?	1/1 Very Clear	1/2	3/3	2/4	__/5 Not Clear	2.8 Mean
2. Did counselor and teacher "talk the same language?"	2/1 Very Clear	__/2	3/3	2/4	__/5 Not Clear	2.7 Mean
3. Did the counselor and the teacher feel like a team?	1/1 Always	4/2	__/3	1/4	__/5 Never	2.1 Mean
4. How was the module developed?	__/1 Counselor Alone	3/2	3/3	1/4 Teacher Alone	__/5	2.7 Mean
5. How was the module implemented?	__/1 Counselor Alone	2/2	3/3	2/4 Teacher Alone	__/5	3.0 Mean
6. How did the counselor feel about the experience?	3/1 Very Good	4/2	__/3	__/4	__/5 Not Good	1.6 Mean
7. How did the teacher feel about the experience?	1/1 Very Good	5/2	1/3	__/4	__/5 Not Good	2.0 Mean
8. How did the students feel about the experience?	__/1 Very Good	4/2	3/3	__/4	__/5 Not Good	2.4 Mean
9. Does the counselor want to repeat experience?	7/1 Yes	__/2 No				
10. Does the teacher want to repeat the experience?	6/1 Yes	__/2 No	1/ No response			

Product Evaluation

As the teacher-counselor teams developed their modules, they received consultant help in designing items to measure student growth on the module objectives. Evaluation in the area of career development is difficult because there are few existing evaluation instruments. The tests are attached to the modules.

In general, there were three basic types of evaluation items used.

1. Objective item with standard scoring - These items were objective test items which were scored the same for all students.

   Objective: Students will know the difference between aptitudes, achievements, and interests.

   Test Item:

   Sharon wants to try out for a school play. All of her friends are going to and she wants to join them. However, because she has a soft voice, she doesn't think she will get the part. To Sharon, dramatics is an:
   A. Aptitude
   B. Achievement
   C. Interest

   Tom's parents are upset with him because he has been getting low grades in arithmetic. He used to do very well in elementary school, but just won't spend the time to study now. To Tom, arithmetic is an:
   A. Aptitude
   B. Achievement
   C. Interest

2. Objective items with individualized scoring - These items were objective items which were scored individually according to personal data about each student.

   Objective: Students will accurately estimate their own aptitudes.

   Test Item:

   The aptitude test you take can help you understand how well you can do some things if you work on them. The test covered three aptitudes:
   Language - your ability to work with words
   Non-language - your ability to work with numbers
   Total - your overall ability

Product Evaluation continued...

Item 2 continued

Put a check to show how strong your three aptitudes are:

	Very Strong	Quite Strong	Not Very Strong
Language	_____	_____	_____
Non-language	_____	_____	_____
Total	_____	_____	_____

3. Attitude items - These items measure student attitudes about self and career development. They measure changes in attitude.

Objective: Students will develop positive attitudes about their skills in initiating and organizing leisure time activities.

Test Item:

Read the following item and mark your answer. 1 = Definitely true; 2 = Somewhat true; 3 = Probably not true; 4 = Definitely not true.

____ I act differently depending on who I am with.
____ Some people just aren't able to be leaders in anything.
____ There just aren't many interesting things to do in life.
____ Most people really don't think very much about how to spend their time.
____ A person who is interesting to one person may not be interesting to another.
____ How interesting my life is depends on how hard I work to make it interesting.

Some of the items which were developed will need revision. In general, the work of designing product evaluation was useful. It appears that objective-reference items can be developed for the career development area.

PREFACE TO GUIDANCE COMPONENTS

The guidance components in this guide are intended to be used as a working copy for professional staff. They are designed to be idea generating, therefore are not completely detailed. The rationale behind the omission of detail is to allow for the individuality and creativity of the counselor/teacher teams to meet specific needs of their students.

TITLE: ME

GRADE: Eighth

GOAL: The student will develop a profile including the following characteristics interests, achievements and aptitudes.*

TIME: Approximately 6 - 45 minute sessions

4 sessions teamed with counselors

DEVELOPERS: Robert Winkworth - Counselor

Ann Dooling - Teacher

*Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The student will be able to understand and identify three of his interest areas after completion of the Kuder Interest Inventory and the Private Eye Log.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Teacher will have copies of Private Eye Log, Self Awareness Inventory, Career Search (list of 100 occupations from Kuder Interest Inventory and Kuder Interest Areas).	Review preparation for administration of Kuder Interest Inventory. (Review Manual). Counselor will administer Kuder Interest Inventory. Prepare transparency to demonstrate use and meaning of percentiles.	Discussion of student interests, their performance in their performance in these activities and effort put forth. Students will complete Private Eye Log by recalling previous nights activities and then planning their own hypothetical day. Teacher or Counselor will list on board all activities and interests from Private Eye Log. Student discussion of log will be used as lead into Kuder Interest Inventory. Student will compile results on the profile form. Explanation and discussion of Kuder Interest Inventory profile and how it relates to the students own Private Eye Log. Career Search - students will match the 100 listed occupations with the ten Kuder interest areas. Use numbers instead of occupational names.	Students will be able to translate their Kuder scores into a profile and be able to understand the meaning of their various interest areas. Resource Materials Kuder Form E General Interest Inventory Science Research Associates Transparency

LEARNER OBJECTIVES: The student will be able to understand the Comprehensive Tests of Basic Skills (C.T.B.S.) test results.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
		Role Play situations to show examples of interest and achievement.	Students will be able to identify and understand the different sub-tests on the C.T.B.S. After reviewing these results they will be able to identify areas of strength as well as areas that need improvement.
Teacher will accumulate C.T.B.S. scores from the cummulative records and discuss their meaning and use with the counselor.	Review of C.T.B.S. test information and prepare transparencies demonstrating sample test scores.	Counselor will lead class discussion of sample C.T.B.S. test results. (explanation of sub-test inter-relation, etc.)	<u>Resource Materials</u> C.T.B.S. Manual C.T.B.S. Test Scores Transparencies

LEARNER OBJECTIVES: The student will be able to understand the difference between aptitude and achievement.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Teacher will accumulate Short Form Test of Academic Aptitude (S.F.T.A.A.) test data from the cummulative records and discuss their meaning and use with the counselor.	Review of S.F.T.A.A. test information and prepare transparencies demonstrating sample S.F.T.A.A. test results.	Demonstrations, role playing, examples of aptitude achievement and interest. Students will list abilities of other students in school, examples being school wrestling champion, first chair in orchestra, etc. Counselor will lead class discussion of sample S.F.T.A.A. test results and explain the difference between verbal and non-verbal scores and how these results may relate the certain areas of achievement.	Students will be able to identify and understand the differences between verbal and non-verbal scores on the SFTAA and how these scores relate to their ability to achieve in school subjects. S.F.T.A.A. Manual S.F.T.A.A. Test Transparencies

LEARNER OBJECTIVES: The student will be able to identify and list on the Self-Awareness Inventory his interests, achievements and aptitudes from the Kuder Interest Inventory, C.T.B.S. and S.F.T.A.A. standardized test results.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
	Arrange for IBM print-outs of C.T.B.S. and SFTAA test results to be brought to class.	Students receive standardized test data and translate results to Self-Awareness Inventory. (CTBS-SFTAA-Kuder)	<u>Resource Materials</u> IBM Print-outs (CTBS - SFTAA)

Date

PRIVATE EYE REPORT OF

A private eye must be very observant.
Before you begin to do anything else let's see how well you can remember your activities of yesterday, from right after school to bedtime.

TIME	SPECIFIC ACTIVITIES	WITH WHOM	WHOSE CHOICE	ATTITUDE
3:00				
3:30				
4:00				
4:30				
5:00				
5:30				
6:00				
6:30				
7:00				
7:30				
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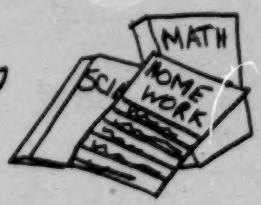


Date

HYPOTHETICAL DAY

TIME	SPECIFIC ACTIVITIES	WITH WHOM	WHOSE CHOICE	ATTITUDE	
9:00 A.M.					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					

KUDER INTEREST AREAS

CAREER SEARCH

Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical

CAREER SEARCH

1. Agricultural Engineer
2. Landscape Architect
3. Crop & Soil Scientist
4. Forester
5. Physicist
6. Architect
7. Actuary
8. Anthropologist
9. Editor
10. Free-Lance Writer
11. Composer
12. Clergyman
13. Internal Revenue Agent
14. Counselor
15. Music Teacher
16. Actor or Actress
17. Reporter
18. Industrial Engineer
19. Social Worker
20. Occupational Therapist
21. Art Teacher
22. Safety Engineer
23. Chemist
24. Dentist
25. Geologist
26. Psychologist
27. Orchestra Conductor
28. College Teacher
29. Lawyer
30. Salesman
31. Dietician
32. Statistician
33. Horticulturist
34. Contractor
35. Pilot
36. Economist
37. Recreation Worker
38. Performing Musician
39. Librarian
40. High School Teacher
41. Commercial Artist
42. Registered Nurse
43. Ship Pilot
44. Bricklayer
45. Credit Manager
46. Optometrist
47. Credit Collector
48. Historian
49. Photographer
50. Manager
51. Physician
52. Surveyor
53. Keypunch Operator
54. Film Editor
55. Personnel Worker
56. Designer
57. Buyer
58. Veterinarian
59. Cook, Baker
60. Farmer
61. Electrician
62. Secretary
63. Telephone Operator
64. Beauty Operator
65. Disc Jockey
66. Insurance Agent
67. Anesthetist
68. Bank Worker
69. Carpenter
70. Delivery Route Salesman
71. Mechanic
72. Dental Assistant
73. Real Estate Agent
74. Custom Tailor
75. Court Reporter

CAREER SEARCH Continued...

76. Sightseeing Guide
77. Stenographer
78. Singer
79. Roofer
80. Statistical Worker
81. Cement Mason
82. Cashier
83. Child Day-Care Worker
84. Typist
85. Photoengraver
86. House-to-House Salesperson
87. Licensed Practical Nurse
88. Office Clerk
89. Farm Laborer
90. Professional Athlete
91. Butcher
92. Orderly
93. Display Worker
94. Bookstore Salesclerk
95. Doorman
96. Messenger/Office Boy
97. Waitress
98. Painter
99. Advertising Account Executive
100. Retail Salesperson
101. Guard, Watchman
102. Receptionist
103. Laboratory Assistant

SELF AWARENESS INVENTORY

INTERESTS

These school subjects interest me the most:

1. _____
2. _____
3. _____

_____

_____

ACTIVITIES

This is a list of my interests, hobbies and activities both in and out of school.

1. _____
2. _____
3. _____

_____

_____

ACHIEVEMENTS

Based on the CTBS scores, this is a list of my strong areas.

1. _____
2. _____
3. _____

_____

_____

IMPROVEMENTS

Based on the CTBS scores, these are the areas which need improvements:

1. _____
2. _____
3. _____

_____

_____

INTEREST PROFILE

Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Science	Clerical	
										7
										5
										25

My strong area on the SFTAA is:
(one)

1. Language

2. Non-Language

This is a list of school subjects I do well in. Identify if the subject is Language (L) or Non-Language (NL) on the right side.

1. _____ L NL
2. _____ L NL
3. _____ L NL
4. _____ L NL
5. _____ L NL

EVALUATION FOR "ME" MODULE

During this year, you have taken several different tests which can help you better understand yourself. These were:

Aptitude Test - Helps you understand things you could do well if you worked at them.

Achievement Test - Helps you understand which things you can do well right now.

Interest Inventory- Helps you understand what things you like to do.

Read the following and circle the best answer.

1. Jim can't decide whether to try out for the baseball team. He is a good hitter but would rather spend his time working on his stamp collection. To Jim, baseball is an:

   A. aptitude
   B. achievement
   C. interest

2. Sharon wants to try out for a school play. All of her friends are going to and she wants to join them. However, because she has a soft voice, she doesn't think she will get a part. To Sharon, dramatics is an:

   A. aptitude
   B. achievement
   C. interest

3. Tom's parents are upset with him because he has been getting low grades in arithmetic. He used to do very well in elementary school but just won't spend the time to study now. To Tom, arithmetic is an:

   A. aptitude
   B. achievement
   C. interest

4. Debbie really likes music. She is learning to play the piano but has only been taking lessons a short time so doesn't know how good she will be yet. To Debbie, playing the piano is an:

   A. aptitude
   B. achievement
   C. interest

5. Sharon used to babysit a lot. She was very good at caring for children. However, she has gotten busy doing other things and doesn't enjoy babysitting anymore. To Sharon, babysitting is an:

   A. aptitude
   B. achievement
   C. interest

The aptitude test you took can help you understand how well you can do some things if you work on them. The test covered three aptitudes:

Language - your ability to work with words

Non-language - your ability to work with numbers

Total - your overall ability

Put a check to show how strong your three aptitudes are:

		Very Strong	Quite Strong	Not Very Strong
6.	Language	_____	_____	_____
7.	Non-language	_____	_____	_____
8.	Total	_____	_____	_____

9. How sure do you feel that you really know what your abilities are?

   A. Very sure
   B. Quite sure
   C. Not very sure

10. How do you feel about your aptitudes?

   A. Very good
   B. Quite good
   C. Not very good

The achievement test you took can help you understand how well you can do some things right now. The test covered four achievements:

Reading - How well you can do some reading activities.

Language - How well you can do some grammar and writing activities.

Arithmetic - How well you can do some arithmetic activities.

Social Studies - How well you can do some social studies activities.

Put a check to show how strong your four achievements are.

	Very Strong	Quite Strong	Not Very Strong
11. Reading	_____	_____	_____
12. Language	_____	_____	_____
13. Arithmatic	_____	_____	_____
14. Social Studies	_____	_____	_____

15. How sure do you feel that you really know what your achievements are?

A. Very sure
B. Quite sure
C. Not very sure

16. How do you feel about your achievements?

A. Very good
B. Quite good
C. Not very good

The interest inventory you took can help you understand which things you really like to do. The test covered ten interest areas.

A. Outdoor - Jobs like Forester, Surveyor, Carpenter, and Gardener
B. Mechanical - Jobs like Engineer, Pilot, Electrician, and Painter
C. Computation - Jobs like Accountant, Credit Manager, Bank Worker, and Cashier
D. Scientific - Jobs like Doctor, Dental Hygienist, Practical Nurse, and Hospital Attendant
E. Persuasive - Jobs like Lawyer, Store Manager, Salesperson
F. Artistic - Jobs like Art Teacher, Photographer, Beauty Operator, and Dressmaker
G. Literary - Jobs like Librarian, Proofreader, Court Reporter, and Bookstore Salesclerk
H. Musical - Jobs like Music Teacher, Band Leader, Disc Jockey, and Music Store Clerk
I. Social Service - Jobs like Social Worker, Personnel Worker, Telephone Operator and Waitress
J. Clerical - Jobs like Bookkeeper, Secretary, and Office Machine Operator

Look at the list and choose your two strongest and two weakest interests.

17. My two strongest interests are _____ and _____

18. My two weakest interests are _____ and _____

EVALUATION FOR "ME" MODULE continued...

19. How sure do you feel that you really know what your interests are?

A. Very sure
B. Quite sure
C. Not very sure

20. How do you feel about your interests?

A. Very good
B. Quite good
C. Not very good

TITLE: Recognize Me

GRADE: Seven or Eight

GOAL: The student will recognize self-development as a life long process.*

TIME: 3 weeks

Teacher and counselor in cooperative teaming situation one class period a day (45 minutes) for three week time period.

DEVELOPERS: Hildegard Shader - Counselor

Sheila Pollack - Teacher

* Drawn from the Michigan Department of Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The student will be able to recognize that we all have the same basic physical needs and be able to identify them.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Discuss with class teacher-counselor planning for a cooperative teaching unit-purpose to give counselor interaction in classroom experience with students, integrate guidance type experiences with academic classes, request student reaction to the unit. Enter into discussion with class.	Prepare assignment and orient students to the role of "caveman" in such a way that students can "feel" the role and creatively devise ways of meeting physical needs role requires. After general discussion present handout to class. Avoid examples and elaborate to insure student creativity. Emphasize no right or wrong answers. First experiences for everyone. Conduct discussion of class. How did you feel? What did you do? How did you come to do that? etc. Emphasize similarities and note differences as they evolve. Lead discussion to the "what next" stage - emotional needs (usually comes about naturally from need for companionship).	For the student to see himself as an isolated caveman in a geographical area of his creative choosing and to construct priorities for his survival. (See assignment sheet I - Caveman) Next day discuss their imaginative experiences. 	Through discussion of assignment class agrees upon man's physical needs and to some degree on their priorities. 1. Basic Needs a. Water b. Food c. Shelter

LEARNER OBJECTIVES: Continued...

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
	Prepare puzzle pieces for cooperative activity.(see directions for making a set of squares).	Cooperation activity (square forming). Note how behavior ties into needs and environment (what we learn in our competitive society).	After listening to observer reports, groups and individuals would relate how they felt about rules set up for activity, how individual felt he fit into the group assigned, did he have a goal he tried to meet, how involved did he become in activity and why?
Teachers, counselors and assigned students act as observers in roles taken by individuals in the groups to complete activity. These are related to class during discussion after activity.			
	Prepare chart to show pyramid of needs to class. Through discussion show how previous activities related to this. Same chart may be used earlier-where fits best (see chart page).	Each student will jot down notes regarding what he has learned about himself through his behavior and feelings in these activities as well as what others noted about him.	

LEARNER OBJECTIVES: The student will be able to recognize and identify our emotional needs.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Plan student groupings for skits and prepare slips to give individuals their role assignment. Individual role is not to be known to other members of group, but to be acted out in group skit. Role Examples - Leader- tries to make everything work, be fair, give everyone share in what's happening. Bully- wants his way at any price. Follower- a yes-man, easily swayed. Lazy- not interested in anything, refuses to work. Good Time Charlie- wants to horse around, have fun. Negative- everything is always wrong, nothing is good.	Begin classwork with reminder-basic physical needs demand being met first but they are not satisfying for long. We touched upon this as cavemen-may have seen development of loneliness, thought of pets, etc. Assignment - As you explore your caveman area you meet four other cavemen. Teacher will group you into teams of four and give each of you separate assignments keep these to yourself. You and team mates plan your meeting, reacting outcome, all decided by group. To be presented in pantomime tomorrow.	For the student to become aware of emotional needs through discussion and role playing, other cavemen in group. Role play his individual assignment in pantomime during skit. Observe other skits, take notes on what happened, how did you see each actor's behavior, your interpretation. Participate in class discussion of perceptions regarding skits using notes taken. Relate to class the role assigned to you, how did you feel in this role, fit your normal behavior and personality?	Students recognize strength and priority of physical needs also close relationships of emotional needs. Individual differences depend on situation, values, environment, maturation. 3. Safety 4. Belonging 5. Esteem 6. Self-Actualization

LEARNER OBJECTIVES: The student will be able to identify his present day needs.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Lead class discussion. We are most alike than different - related to physiological needs etc. and peer pressures. What must you give up in order to be different? How do styles and fads effect groups? Who is different whom we admire? Trends set by celebrities. When is being different a compliment? When do we need to be different? Do you dare to be different? How do you feel when you are not part of a group? What will you do to become part of a group? (Class may be divided into 2 groups-teacher and counselor each take one-small group discussion).	Secure Filmstrip. Singer SVE Ed.Filmstrip #2 "What Do You Like To Do?" series A7785A (not essential but good) Prepare Activity Sheets for students (Chart below as on pyramid) ACTIVITY | PHYSIO NEEDS | SAFETY | B | E | SA Use filmstrip as introduction- give students handout activity sheets to fill out. They list all weekend activities they remember. Then (plan for a Monday) check which need is met by activity named. Where do most activities fall? True for most of class? →	Through brainstorming and discussion the student will identify their weekend activities and define how these activities met their physical and emotional needs. After completion of chart discuss- What would you like to do that you can't? Why not? Money - Time - Permission - Students have made a choice or decision for one activity as preference over another. More choices and decisions to make in coming years. Consider persuading factors (as to teacher led discussion)	Theory of Need Pyramid becomes realistic through connection to everyday activities.

LEARNER OBJECTIVES: The student will be able to identify how he meets these needs.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Teacher and counselor plan conflict situations- two needs in conflict. i.e. Boy and parents skit. Great involvement in sports and poor grades - Father says give up sports! Student and counselor - Student wants 2nd section change - not getting along. Student, coach and counselor - student not dressing for P.E. Friction with locker partners. Dispute between teacher and student over grades.	Prepare handouts- Defense Mechanisms Decision Making Explain and lead class through decision-making steps. They will have enacted them in activities we are drawing attention to and enumerating them. Point out how practice in this helps develop maturity.	To role play conflict situations that will enable the students to examine various ways individuals deal with the problems arising from needs in opposition. Same conflict may be played by several groups to see same situation in different circumstances. Defense Mechanism sheet introduced where appropriate. Explanation by counselor. Decision Making sheet introduced where appropriate. Counselor points out we send out signals to others by our behavior in class, hall, home etc. We ask to be treated certain ways - baby, bully, helpless, mature, capable, etc.	Student will recognize Defense Mechanisms being used and consider whether this use is advantageous or disadvantageous to their needs. Through discussion the student will identify signals shown by behavior and conversation; recognize these signals and perceived by others in various ways; understand some of the influences causing conforming and nonconforming behavior.

LEARNER OBJECTIVES: The student will summarize his personality traits and recognize the impression he gives others, understanding that this has developed thru meeting his needs within his environment and heredity factors. The student will recognize that there are certain factors in environment he cannot change and that he also has some options and maneuverability in life situations.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Prepare spaced list of names of all students in class.	Secure Filmstrip Singer SVE Ed. Filmstrip #1 "Who Are You" series A778-1 (not essential but good)		
Prepare situations showing character qualities with which students can match classmates. i.e. 1. Who in class would you invite to insure success of mixed party (get people to mix, become involved). 2. Who in class would you invite to help you clean up after a party. (Good worker, not shirk his share, dependable). 3. If class stranded in elevator - who would keep group calm until help arrived? 4. Choose leader, team members etc.		From students knowledge of and experience with classmates, he is to choose one (limit 2) for each situation explained according to character quality needed.	
	Counselor explains situations above, assign each a number - student place number next to classmates name. Results tabulated - information on each individual given only to him the following day.	In return student receives list of qualities assigned to him by classmates and number of times he was chosen to match this quality.	From your awareness and perception choose and decide who in class has the personality traits needed to meet given situations.

LEARNER OBJECTIVES: continued...

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Contributes to discussion, help students assimilate information, answer questions, encourages in writing of final profile, etc.	Prepare handout "Six Personality Types" (see sheet). Read through and discuss these with class as individuals, circle each trait they feel applies to them. NOTE: Individuals are seldom stereo typed into one personality but rather a combination of two or three.	The student will write a character profile about himself and one about an assigned partner. The student will compare the two views of himself privately or with the aid of the counselor or teacher to help synthesize the views. Student circles individual traits of personality types - counts number in each type - decides which one of combination suits him best. The student will write a third profile which might include attributes and characteristics about himself from his partner's viewpoint as well as his own. Those characteristics that he feels are wrongly attributed to him should be denoted. He would use notes jotted as result of first activities and any information he has gathered about himself throughout his life.	Use student's final profile for evaluation. Also available is Attitude Survey for pre and post test.

I CAVEMAN

When you go to sleep tonight you will suffer from a new affliction named by the great reserarcher of human behavior, Dr. Pollshadaker, as "assignment amnesia". In other words, it is your assignment to forget everything you now know - language, science, math, past experiences with people and animals - everything - and wake up tomorrow morning - a caveman - with nothing, no clothes, no tools or knowledge of needing any of these. Everything you do, you are doing for the first time on a trial and error basis. You are completely alone - you wake up as though you were the first man on earth - knowing nothing except what you feel on the outside or the inside of you and learning by your experiences as you try out things.

Suggestions for you to think through before you write.

1. You decide on the setting -

   What is your surrounding geography (25 sq. miles). Time is not important to you except as your surroundings and the weather effect you.

2. You will soon become aware that you have certain definite needs -

   What are they? How will you meet them?

3. Think and plan realistically.

   Write a page or so describing what you do, how you meet your needs, your experiences as you struggle to survive. Make it as clear and descriptive as you can.

4. At the end of your paper, list what you have decided are at least the three most important needs in the order of their importance to you.

DIRECTIONS FOR MAKING A SET OF SQUARES

A set of five envelopes containing pieces of cardboard have been cut in different patterns and when properly arranged will form five squares of equal size. (6" x 6")

Several combinations of squares will be possible but only one or two squares can be made if the proper pieces for the puzzles are not put into the right puzzles. Only one combination is possible that will form all five squares.

Mark each of five envelopes A, B, C, D and E. Distribute the cardboard pieces in the five envelopes as follows:

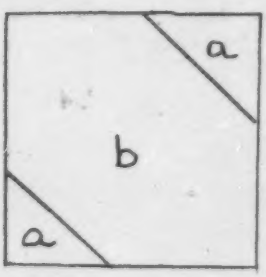
A has pieces.....i, h, e.
B .....a, a, a, c.
C .....a, j.
D .....d, f.
E .....g, b, f, c.

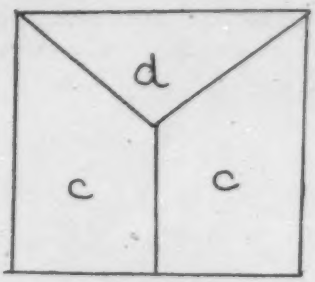
INSTRUCTIONS TO THE GROUP

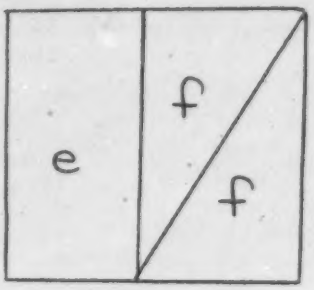
In this package are five envelopes each of which contains pieces of paper for forming squares. When the signal to begin is given, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

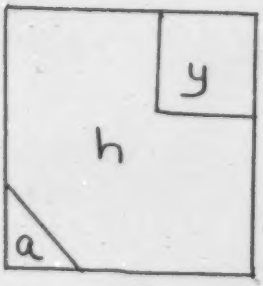
Specific limitations are imposed upon your group during this exercise:

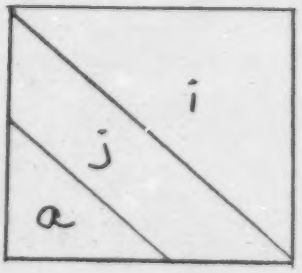
1. No member may speak
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

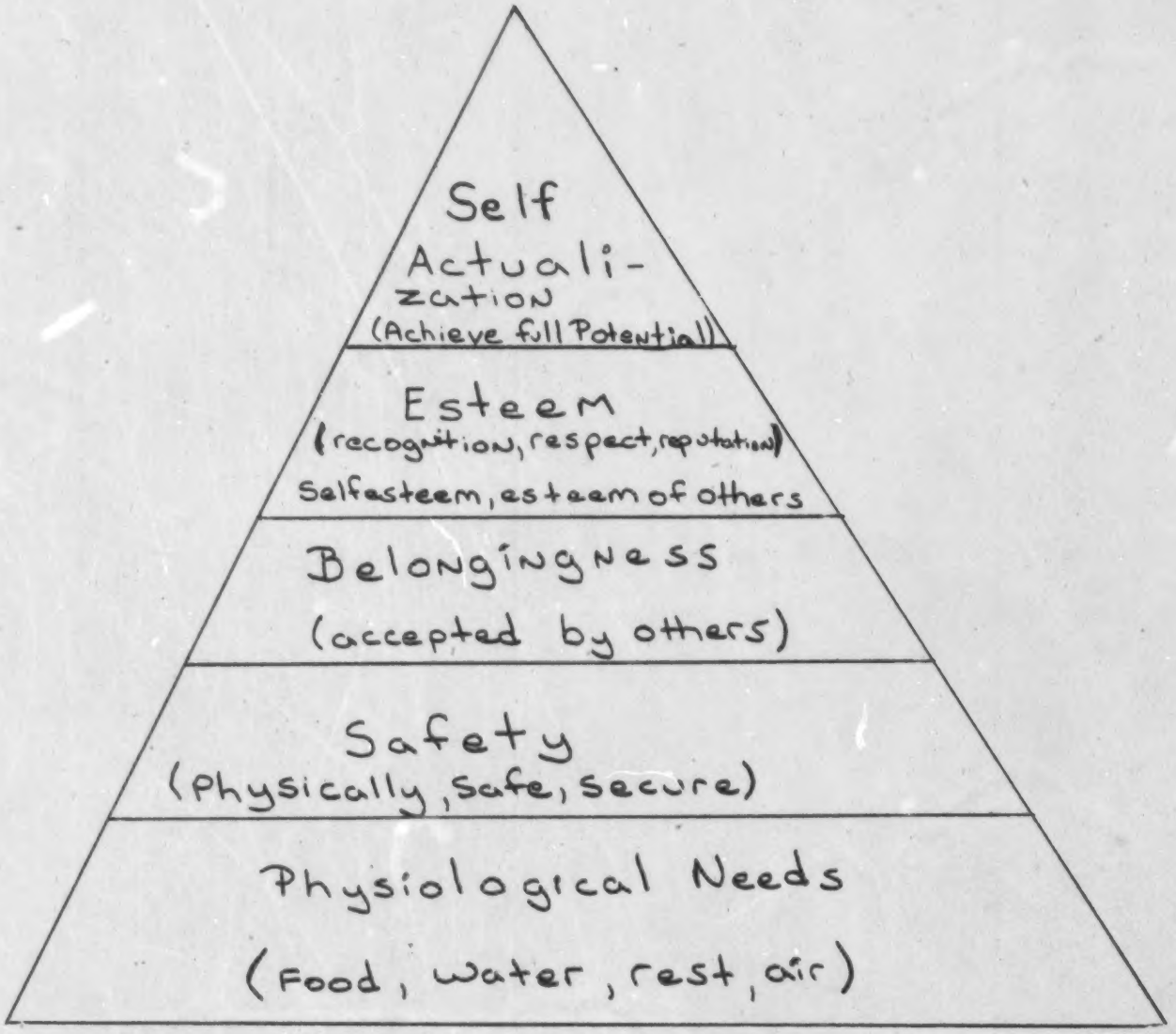












Dr. Mazlow's Need Pyramid.

ACTIVITIES	BASIC	SAFETY	BELONGING	ESTEEM	SELF ACTUALIZATION
Ate					
Slept					
Showered					
Shopped					
Studied					
Rode bike					
Saw movie					

DEFENSE MECHANISMS

As we grow, we learn from our experiences and therefore develop different ways of dealing with anxieties and frustrations of our daily life. The way we meet these obstacles, attempt to overcome them or adjust to them helps to shape our personality. We may see these obstacles as they really are and deal with them in a straightforward way. Or our experiences may teach us to deny that there is a problem, to pretend the problem is different from what is real or change it in some way so that we can handle it better. When we do this, it is called using defense mechanisms. It is normal to do this but when we don't accept things as they really are and make them look different, that is not the healthiest way of dealing with a problem. We can overdo to such a great extent that it becomes an illness or we become overly dependent on our make-believe. This hinders us rather than helps us.

Identification	We try to make ourselves like someone or something else that we admire.
Repression	(an unconscious reaction) Don't think about it and it will go away or it won't hurt you. It may come to our consciousness in disguise as in boasting.
Reaction Formation	(not recognized by person using it) Often shows through in an opposite exaggeration, counterfeit behavior. Example: some crusaders
Rationalization	Excuse or alibi for doing the wrong thing to make it seem O.K. Unconscious if conscious, it would be a lie and not reduce anxiety.
Regression	In a threatening situation you fall back to a behavior that worked for you when you were younger.
Fantasy	Daydream when what is real is too hard to handle - dream up something nicer.
Compensation	Put your efforts into something which makes you feel good to make up for a weakness somewhere else.
Displacement	Change the direction of your energy from one thing to another, mad at your big brother, hit your little brother.
Projection	Put the blame for something you don't like about yourself into someone else - "I didn't, you did".
Sublimation	You want to do something you know you can't get away with - find an acceptable way to do it. Can't fight - play tackle football.

A healthy personality is one which is helpful to you as its owner. It keeps you from having a guilty conscience, satisfies your needs, helps you feel pleased with yourself and lets you live within the rules of society.

paraphrased from Pietrofesa, John J..Teaching Practices designed to foster Self-Understanding, Developmental Career Guidance Project, Wayne St.U. Det. Public Schools, 1968, p.70-71.

DECISION MAKING

1. What is your goal? Toward what objective are you aiming?

   Example: permission to go to TAC Friday night
   a new sweater
   to be rich

2. Identify the problem. What stands in the way of reaching your goal? Or what must you do to reach your objective successfully?

3. Gather information. You need facts (not maybes or dreams) for the base of a good decision.

4. Evaluate information of number three. Consider cost, time, interest, ability, etc.

5. Narrow down possible solutions. What can you do? What is practical?

6. Study remaining possibilities carefully. How may people, situations, etc. change in the future? How may that affect future actions in some decision?

7. Decide on the best possible solution. You have to do whatever is necessary to make your decision work out. Your solution may be different from a solution a friend would chose because you are a different person from him. Choose what is best for you.

8. Follow up.

   Keep track of the progress you are making. With an open mind go over steps 1 - 7 in the process of working toward your goal. Look for new developments, make adjustments as necessary.

9. Decide again.

   Is your solution still the best one? Can you improve upon it?

Rettig, Jack L. Careers Exploration and Decision, p.83-84
Prentice-Hall Inc. New Jersey..

SIX PERSONALITY TYPES (Dr.John L. Holland)

Type	Personality Traits	Typically in these jobs
Realistic	Down to earth, aggressive, physically strong, not especially social, good coordination, not too talkative, not very interested in being a leader, conservative, good in math not reading	technical trades equipment operator forest ranger mechanic
Intellectual	Does best with words & ideas not physical things bright, independent, thoughtful, critical, persistent, self-controlled, not very sociable, likes science, art, music, reading, foreign language, not good leader, does well gradewise, avoids crowds, motor skills not good	doctor scientist writer
Social	Interested in people, student government, community service, dramatics, public speaking. Doesn't like athletics, tools, machines, thinks well of self-feels he would be a good leader. Popular in school-gets good grades, cheerful, helpful, energetic, flexible, dependable, practical	teachers politicians missionaries social workers
Conventional	Neat, sociable, well controlled, makes a good first impression, conservative, interested in financial affairs, a little inflexible, religious not athletic, sees self as shrewd, practical, hard-headed, hard working, precise, careful of details, likes to work out problems, sort out differences. Rates low in leadership, high in dependence and perseverance	economics math business journalism
Enterprising	Energetic, enthusiastic, adventurous, impulsive, interested in activities but not in manual activities. Does not like to be tied down to things. Likes a good time, likes to lead. Cheerful, persuasive, confident, aggressive, good speaker, leader in politics, status, power activities, willing to take risks, optimistic	sales person politician start own business be own boss

SIX PERSONALITY TYPES continued...

Type	Personality Traits	Typically in these jobs
Artistic	Creative, skillful in writing, music, art. Day-dreaming, creative expression are more important to this person than sports, politics, or shop activities. May not be social, but can be good talkers in their field. See themselves as sensitive, thoughtful, independent, unconventional, impulsive, achieving, a little irresponsible. Rate themselves low in popularity but are self-confident	writers musicians artists composers

EVALUATION FOR "RECOGNIZING ME" MODULE.

TRUE OR FALSE

_____ Other people see me the same way as I see myself.

_____ It is possible to be the type of person I want to be if I just work at it.

_____ How interesting my life is depends on how hard I work to make it interesting.

_____ A person who is interesting to one person may not be very interesting to another.

_____ Asking other people to explain how they see you can help you understand yourself better.

_____ Although all people have the same needs, they meet them in different ways.

_____ All the things I do help me meet my needs.

_____ You can tell how a person feels by just hearing him or her talk.

_____ Some people just aren't able to be good at anything.

_____ My needs will probably always be about the same as they are right now.

List three characteristics other students in the class have told you you have. Check one of the following columns, which best tells how you feel about it.

Characteristic	I think I do have it	Maybe I have it	I don't think I have it
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

TITLE: It's O.K. To Be Me

GRADE: Seven

GOAL: The student will identify his/her own emotional intellectual and physical strengths.*

TIME: 10 days - 30 minute sessions

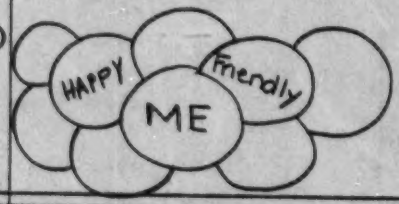
5 sessions teamed with counselor

DEVELOPERS: Martha Mullkoff - Counselor

Diane Norsworthy - Teacher

* Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The student will be able to list his personal characteristics.

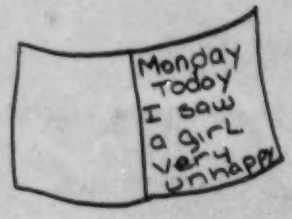
TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials needed: Copy of booklet It's OK to Be Me is needed for each student. Sample attached. Transparency Construction paper (colors) cut into circles. 3 for each student. Staples	Prepare transparency - draw circles and print approximately 10 characteristics showing physical, emotional and intellectual strengths using self as a model.  		
2. Instruct students to complete pg. 1 which is a replica of transparency. 4. Give each student 3 construction paper circles. 6. Staple the circles the students have made on a bulletin board.	1. Discuss above example with students.	3. Students list as many adjectives as they can to describe their physical, emotional and intellectual strengths. 5. Students select 3 adjectives from their list and print one on each circle (encourage students to print positive characteristics)	7. Using the words from the bulletin board, initiate a discussion about the differences and similarities in people.

LEARNER OBJECTIVES: The students will be able to distinguish between physical, emotional and intellectual characteristics.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials needed - ditto of words in circles			
1. Read poem "Everybody Says" (page 2)	2. Define terms - intellectual, physical, emotional, i.e. tall physical blond happy emotional shy alert perceptive intellectual wide awake keen		
3. Give students a ditto sheet listing all the characteristics from bulletin boards.		4. Begin to catagorize characteristics from ditto sheet into physical, emotional and intellectual traits (page 3 of booklet).	5. Students underline characteristics that apply to him.
6. Introduce idea of keeping a log for experience gained from this unit.			7. Write a few sentences about the experience to date.

LEARNER OBJECTIVES: The student will experience an emotional, physical and intellectual situation through role playing and discussion.

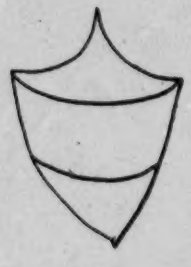
TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
	1. Introduce idea of uniqueness in people and how our personalities work for us.		
		2. Use pages 5 - 6 in booklet.	3. Page 6 in booklet will help students see how many variables are involved in creating a whole personality.
4. Begin role playing activity. (see insert for ideas).			
		5. Each student will be involved in role playing or in the discussion that will follow.	
			6. Discuss - Why we handle certain situations the way we do - emphasis physical, emotional and intellectual differences.
			7. Write in log.

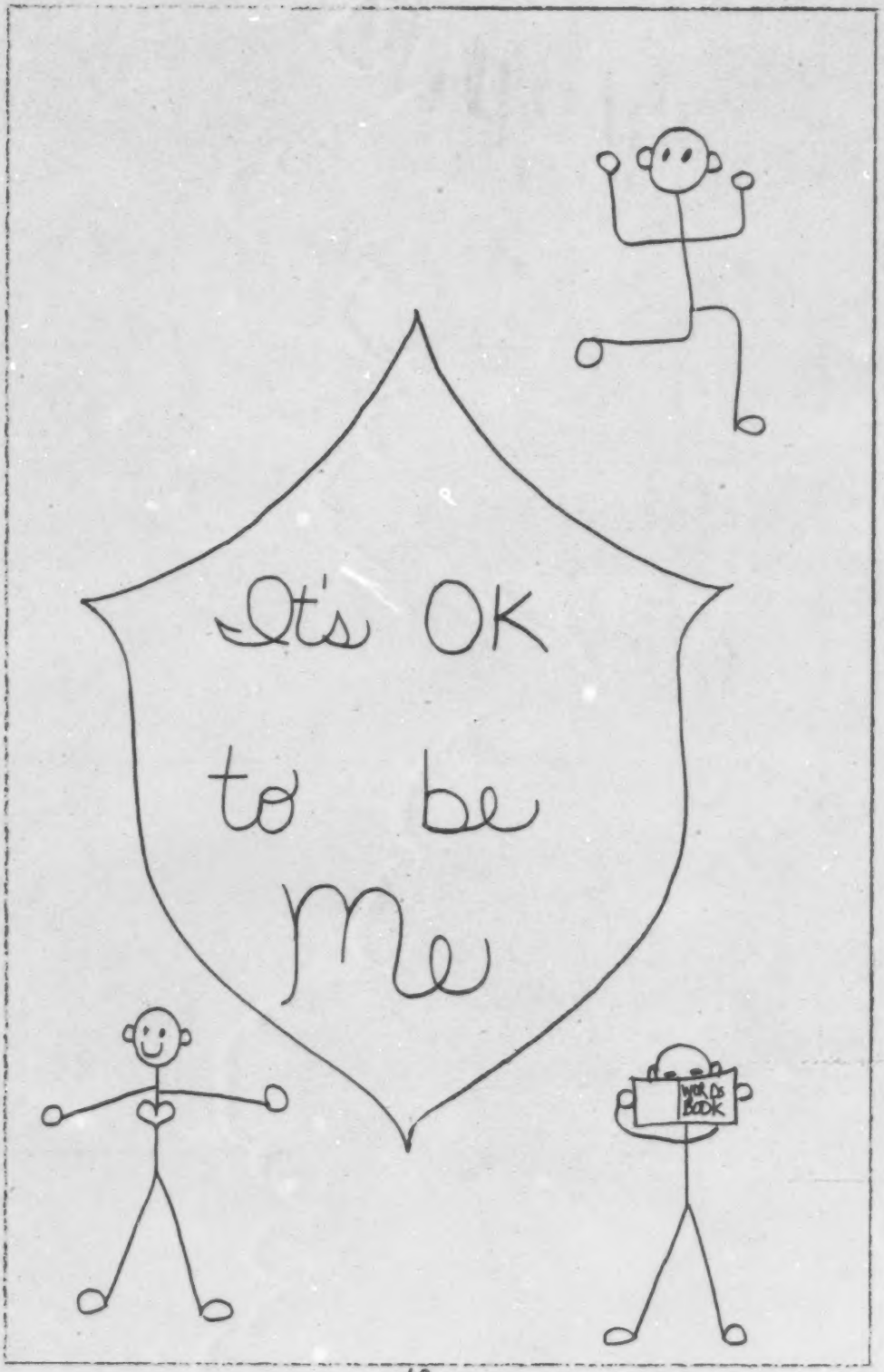


LEARNER OBJECTIVES: The student will compare personality characteristics of self and others.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials needed: Discovery series film strip & cassette 1. Show film strip "Thinking about Personalities" <u>Discovery Series</u> Scholastic Book Services 3. Lead discussion		2. Using pages 8 - 12 in booklet students will check to see if they agree with what the people in film strip said about themself.	4. Students will identify their own characteristics through discussing personalities in the film.
1. Students form in groups. 		2. Discuss situations on page 13 - 15 in booklet.	3. Students personal involvement is recorded in log.

LEARNER OBJECTIVES: The students will focus on their own physical emotional and intellectual strengths.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
3. Read the book "I Am Freedom's Child" by Bill Martin	1. Discuss concept of a "Coat of Arms". 	2. Students use the Coat of Arms on pg.16 and select one strength they are most <u>proud</u> of in each area: physical, emotional and intellectual.	4. Write a paragraph about yourself and what you learned from this experience.



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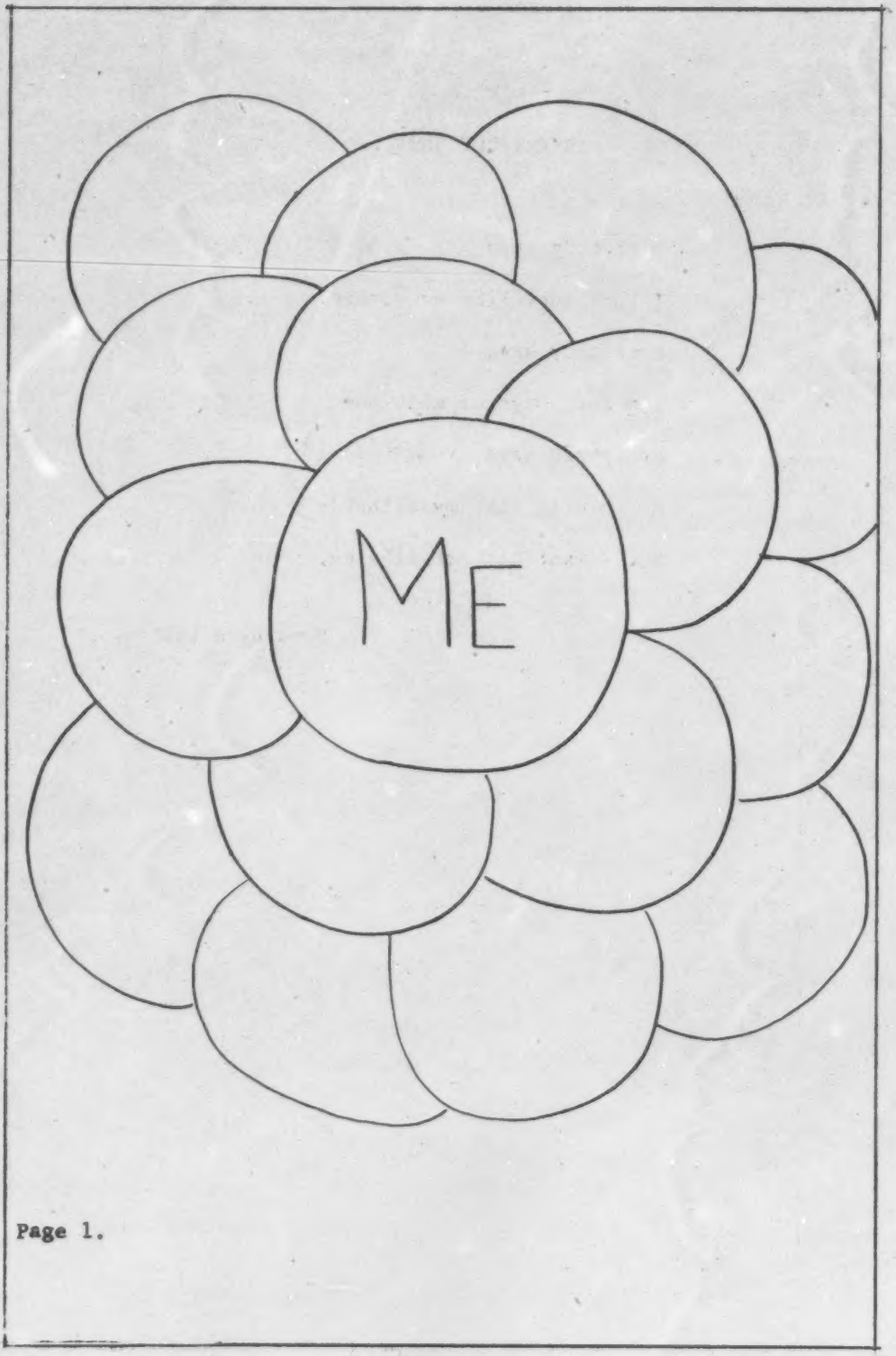


Page 1.

EVERYBODY SAYS

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But I want to look like me.

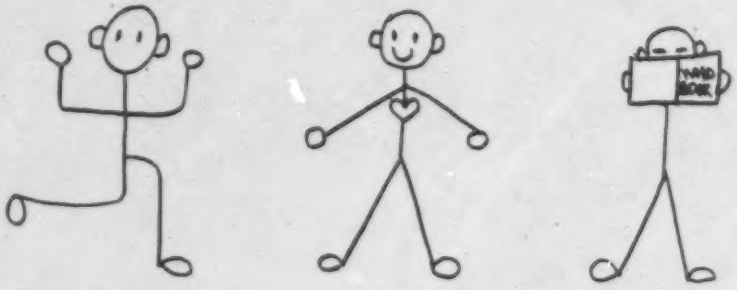
Dorothy Alsis

Page 2.

HOW MANY OF THE WORDS ON THE BULLETIN BOARD CAN YOU PUT INTO THE COLUMNS BELOW?

PHYSICAL	EMOTIONAL	INTELLECTUAL

UNDERLINE AS MANY WORDS AS YOU CAN THAT APPLY TO YOU.



Page 3.

WHAT HAVE YOU LEARNED FROM THE ACTIVITIES WE HAVE DONE SO FAR.

Page 4.

PERSONALITY IS MUCH MORE THAN LOOKS

Looks are one part of a person's personality. What the person does, says, and feels are other parts of his or her personality. Look over the list below.
Check the things that you think help to show a person's personality. Then add any other things that you think might help to show a person's personality.

_____ the person's friends

_____ the person's interests

_____ the person's clothes

_____ the person's shoe size

_____ the person's hobbies

_____ the person's cousins

_____ the person's habits

_____ the person's work

_____ other

OTHER _____

_____

_____

_____

Page 5.

Now look at the things you have checked or written. You can use each one to show your personality. If you add the important details. Using the check list, try to fill in the important details below. For example, if you have checked "the person's friends," list YOUR friends. In other words, you have checked and written things that you think help to show a person's personality. Now fill in the details related to your personality - friends, your hobbies, etc. Later you may want to look back on these details, and you may want to change some of them.

_____

_____

_____

_____

_____

_____

_____

Page 6.

PERSONALITY AND WORK

The way you look, talk, and act is your personality. And some people see more of your personality than others. For example, your friends may know what you do for fun, and this may tell them something about your personality. Others may only know you by how you look and what you say. How much did you learn about the people in the filmstrip? How much more would you want to know about them?

The first person in the filmstrip was Jim, the fish hatchery worker. Things that Jim said about himself, and things that the other people in the filmstrip said about themselves follows. From what you have seen of the way people look and act, see if you agree with what they said about themselves. See also if you think that what they said about themselves is important in regard to the work they do. When you finish each one, try to decide if each person is in the right job. Then try to decide if the person's job might be of interest to you.

STEVE'S WIFE

Now try something a little different. Do you agree with what Steve's wife and his students say about him?

Steve's Wife	DO YOU AGREE? (Check)	IMPORTANT FOR HIS WORK? (Check)
"Steve's very quiet".	_____	_____
"He's more impatient with me than with anyone else".	_____	_____
"He's a very sensitive person".	_____	_____
"He's usually not loud".	_____	_____

STEVE'S STUDENTS

"If you're not trying, he can get really angry".	_____	_____
"When he gets mad, he slams the desk and he starts shouting".	_____	_____
"He cares about us".	_____	_____

Page 8.

JIM

WHAT JIM SAID ABOUT HIMSELF	DO YOU AGREE? (Check)	IMPORTANT FOR HIS WORK? (Check)
"I just love the outdoors".	_____	_____
"I just love taking it easy".	_____	_____
"I like being by myself".	_____	_____
"I don't know what I want to do".	_____	_____
"I'm shy".	_____	_____
"I don't have any self-confidence"	_____	_____

I think Jim IS ISN'T (circle one) in the right job because_____

_____

I think Jim's job MIGHT MIGHT NOT (circle one) be of interest to me because_____

_____

_____

Page 9.

LOUISE

WHAT LOUISE SAID ABOUT HERSELF	DO YOU AGREE? (Check)	IMPORTANT FOR HER WORK (Check)
"I want to be successful".	_____	_____
"I try to do things right".	_____	_____
"I don't think I'm a perfectionist".	_____	_____
"Sometimes criticism bothers me".	_____	_____
"I'm very determined".	_____	_____

I think LOUISE IS ISN'T (Circle one) in the right job because_____

_____

_____

_____

I think LOUISE'S job MIGHT MIGHT NOT (Circle one) be of interest to me because_____

_____

_____

_____

Page 10.

MIKE

WHAT MIKE SAID ABOUT HIMSELF	DO YOU AGREE? (Check)	IMPORTANT FOR HIS WORK (Check)
"The more money you make, the better you can eat".	_____	_____
"I do have a lot of self-confidence".	_____	_____
"I'm aggressive".	_____	_____
"I'm impulsive".	_____	_____
"Money's the whole reason behind having a job".	_____	_____

I think MIKE IS ISN'T (Circle one) in the right job because _____

_____

I think MIKE'S job MIGHT MIGHT NOT (Circle one) be of interest to me because _____

_____

_____

Page 11.

MARY

	DO YOU AGREE? (Check)	IMPORTANT FOR HER WORK? (Check)
"I educate my patients".	_____	_____
"I'm aggressive".	_____	_____
"I work terribly hard".	_____	_____
"It's hard for me to be easy-going".	_____	_____

I think MARY IS ISN'T (Circle one) in the right job because_____

_____

I think MARY'S job MIGHT MIGHT NOT (Circle one) be of interest to me because_____

_____

Page 12.

A TV newsman comes to talk to you and the people in the filmstrip for a TV news show. Each of you may talk for one to five minutes. How much time does each person take.

PERSON	AMOUNT OF TIME	WHY?
JIM		
LOUISE		
MIKE		
MARY		
STEVE		
YOU		

Page 13.

You and the people in the filmstrip are leading a community meeting on money for new schools. The people at the meeting become very noisy. Two of you quiet the people. Which two.

PERSON	WHO QUIETS THE PEOPLE Check Two	WHY?
JIM		
LOUISE		
MIKE		
MARY		
STEVE		
YOU		

Page 14.

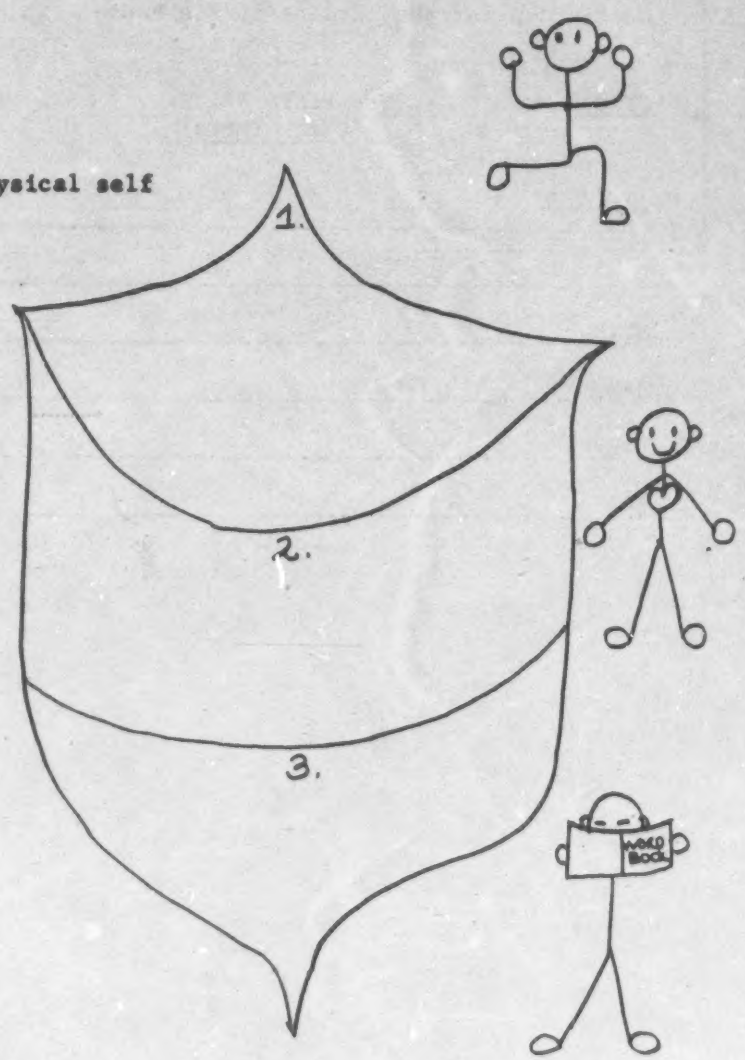
It's a weekend. You and the people in the filmstrip live in the same community. Three of you are helping a friend paint the outside of his house. Which three?

PERSON	WHO HELPS PAINT? (Check Three)	WHY?
JIM		
LOUISE		
MIKE		
MARY		
STEVE		
YOU		

Pages 5 through 15 taken from Discovery Series, Scholastic Book Services.

Page 15.

COAT OF ARMS



1. My physical self

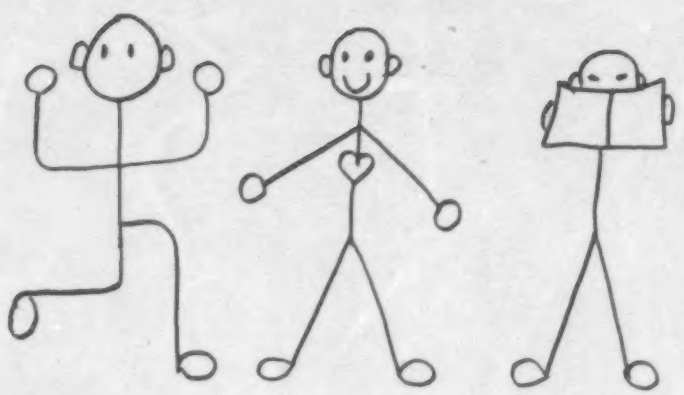
2.My Emotional self

3.My Intellec-tual self

Page 16.

and this is ME.

Page 17.



Page 18.

TITLE: What Makes Me Tick?

GRADE: Seven

GOAL: The student will realize that who he/she is will influence what kinds of work will be satisfying to them. The student will know and be able to identify self characteristics such as needs, emotions, values, self-esteem. *

TIME: 5 - 45 minute sessions

3 sessions teamed with counselors

DEVELOPERS: Joy Hetherington - Counselor

Barbara Parry - Teacher

* Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The student will have an understanding of individual characteristics which make up the total self.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
2.Film: Modern Life: Choices and Conflicts (IMC catalog)	Initial seventh grade orientation to junior high school.	1. Folder for work on self awareness made from construction paper. Sketch of self on cover using 20 words important to student in collage effect, i.e. printed, cut from magazines.	3.Class discussion on individual differences.

LEARNER OBJECTIVES: The student will identify some of his values (interest).

	Copies for students of "Pie of Life" copy of paperback, Values Clarification - author: Simon for further activities on clarifying values.	1.Keeping an individual log - how they spend their day - 2.Pie of Life Discuss: Is this OK? Do you want changes, if so, what would they be? How would you go about changing?	

LEARNER OBJECTIVES: The student will relate terms describing characteristics of self to his own interest, value, etc.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
For further exploration, teacher has copies of "Man's Primary Needs and His Behavior" available for students.	Copies for students of "The Real Me" Counselor will lead discussion	1. Identify vocabulary that describes "The Real Me" 2. (Class discussion) Relate their choices from above to understanding vocabulary. Discuss work sheet with students so vocabulary is understood and continue with activity.	
Teacher has copies of "Man's Secondary Needs and His Behavior" available for students. Teacher or Counselor on Evaluation 1 and 2 Prepare lower portion only of vocabulary in "The Real Me", to use for evaluation.		Discuss worksheet with students so vocabulary and directions are understood - continue with activity. 3. Students go back to original folder - opportunity to make changes, additions, etc. from this experience. Discussion.	1. Have students list in order of importance, the words that they have changed on their folder with a one sentence explanation as to why the change. 2. With 80% accuracy, students can identify vocabulary on personal characteristics used in this component.

THE REAL ME

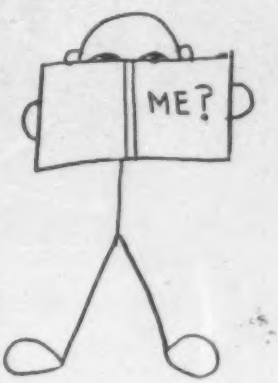
Have you ever wondered, "Who Am I?" or "Where do I belong in this world?". Most people do from time to time. When this happens, a counselor may say that you are thinking about your identity.

Today we are going to work for a few minutes trying to answer the question: "Who Am I?".

Below is a list of words, and we are going to see how well we can identify them by a little matching exercise.

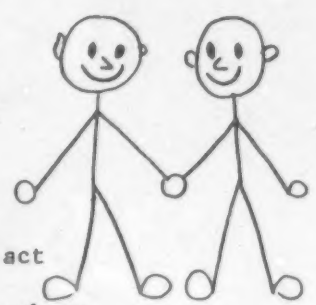
Write the letter of each phrase in Column II next to the word it matches in Column I.

_____ 1. Primary needs
_____ 2. Secondary needs
_____ 3. Behavior
_____ 4. Deprive
_____ 5. Values
_____ 6. Unique individual
_____ 7. Self-esteem
_____ 8. Stimulation
_____ 9. Affection
_____ 10. Emotions
_____ 11. Drive
_____ 12. Conflict
_____ 13. Goal



Column II.

a. a difficult choice between two things
b. there is no one like me
c. a standard set for yourself
d. the thing we must have to survive
e. an urge within us to satisfy a need
f. things we must have for our well-being
g. a denial of some necessary thing
h. an individual's feeling of worth
i. all observable acts
j. a system of priorities (what we place first)
k. things that affect our senses that causes us to act
l. they like me
m. a state of fear, anger, disgust, grief, joy, or others



TITLE: Man's Primary Needs and His Behavior.

Purpose: Every individual has certain primary needs that must be satisfied. An individual's behavior changes when his primary needs are not satisfied. The purpose of this objective is to discover how an individual behaves if his needs for food, warmth, air, or sleep are not fully satisfied. Does every individual behave in the same way to satisfy the same needs?

Objective: Observe yourself to learn more about the causes of your own actions and thoughts. You will also learn more about human behavior in general.

Requirements: (1) For two days keep a diary in which you report the importance of the need for food in your life. Whenever you eat, record the time and what you eat. Also, record each piece of evidence that shows when food is affecting your thoughts or behavior.

(2) After two days, interpret your record by answering the following questions: Is there a pattern in your behavior? How does this pattern fit in with your need for food at different times of the day? What relationship can you find at different times with the time when you had eaten?

(3) Compare your record with two of your classmates and answer the following questions: What different eating patterns can you find? By snythesizing the observations of others, do you find evidence to support or not support this hypothesis; Individuals have different ways of satisfying their basic needs.*

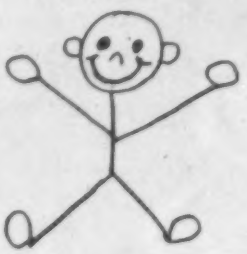
Sources (suggested) 1. Card catalog in the library
2.
3.

* as suggested in Man as Individual, p.14-15 Brace, Harcourt, Jonovich.

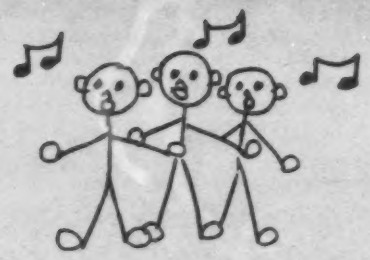
TITLE: Man's Secondary Needs and His Behavior.

Purpose: Much human behavior and activities can be understood as the individuals meet their basic physical needs. However, a great deal of behavior cannot be explained so simply. For example, what makes you like to be with your friends rather than with strangers? Why do you want to be praised for doing well? What makes you want or not want to follow the school rules? Why do you want your parents to be interested in your day when you come home in the afternoon? As important as primary needs are, they are not the only needs people have. It is the purpose of this objective to determine how an individual's behavior is affected when his secondary needs are satisfied.

Objective: "All around you - in your school and in newspapers and magazines - you will find many examples of young people's styles of behavior that older people do not follow - or approve. Demonstrate this hypothesis from your observations. Form a hypothesis about why most young people eventually seem to stop behaving differently from their parents or other adults around them and accept many behaviors they once rejected. Poll your class on their favorite songs at this time. Decide which five songs are the most popular and have someone bring in the sheet music lyrics or recordings of these songs. Analyze the lyrics for each song. Speculate as to what values you share with the songwriter.



Requirements: (1) List as many examples as you can of common youthful behaviors that are not followed by other age groups. (For example, ways of dressing, hair styles, and eating habits). Collect pictures from magazines and newspapers to support your examples.
(2) Write a hypothesis about why most young people eventually seem to stop behaving differently from their parents or other adults around them and accept many behaviors they once rejected.



Man's Secondary Needs and His Behavior continued...

Requirements: (3) After you analyze the lyrics of the five songs complete the following:

(a) Identify the needs that are expressed in the songs.
(b) List them as primary or secondary needs.
(c) Have these needs been satisfied or not? (be specific)
(d) Identify the values that are inferred in each song.
(e) List the values that you share with the songwriter.
(f) List the ways the singer is similar to you.
(g) List the ways that you are different.
(h) List the reasons that these five songs are valued or liked by your class. *

Sources (suggested): 1. Card catalog in the library
2.
3.

* as suggested in Man as Individual, p.25 Brace, Harcourt, Jonovich.

FORM No.1

NAME_____

DATE_____

List the possible sources of information for careers for you. Be specific.

FORM No.2

WHAT DO YOU LIKE TO DO BEST?

Check the box that indicates your feeling about each interest catagory.

	LIKE	DON'T KNOW	DON'T LIKE	SURE	DON'T KNOW	NOT SURE
MECHANICAL						
ARTISTIC						
PERSUASIVE						
SCIENTIFIC						
LITERARY						
SOCIAL SERVICE						
CLERICAL						
OUT DOOR						

-75-

Now: Count the boxes you filled in on "What do you like to do best?"
Register your count here.

MECHANICAL	
ARTISTIC	
PERSUASIVE	
SCIENTIFIC	
LITERARY	
SOCIAL SERVICE	
CLERICAL	
OUT DOOR	

What interest catagory had the most boxes filled in on your "What do you like to do best?"

_____

TITLE: Myself, My Time
My Friends and the Things I Do
(Getting it together)

GRADE: Seven - Nine

GOAL: The student will demonstrate the ability to understand himself or herself and others by initiating creative activities involving interpersonal relationships.*

TIME: Approximately 5 - 45 minute sessions.

DEVELOPERS: Kenneth Smits - Counselor
Elayna Maxim - Teacher

* Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The student will identify experiences which utilize inter-personal skills and will share information about self-identify with group members.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
General Comment: This unit can be most effectively used at the beginning of a group formation.			
Materials needed: Magic Markers Newsprint	Discuss with co-worker and co-planner who is to conduct the introduction and first day activities and who is to observe the process and take viable notes. Develop a method to create a feeling of importance and adventuring with a mood of relaxed fellowship. Establish ground rules.	On newsprint with magic markers Draw a picture of me (self) Three words describing me. Write a definition: "What does Friend mean to me" in a brief statement. Tape newsprint on the walls - share and discuss. Assignment: End of 1st Day Going back two weeks make a log listing all of the people with whom you spent significant time. 	Observation

LEARNING OBJECTIVES: The Student will understand that different situations have different role expectations.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Acquire manilla folders for each student Establish a strategy for role playing situations Collect at least three role playing situations Example: A friend has just hurt someone's feelings by what they said or called them. You want them to apologize but they think it's funny - convince them that it's not.		Discussion of skills needed in handling role playing situations.	Observation Discussion
		<u>Assignment:</u> Keep all materials in your folder. After defining the terms intimate, friend, acquaintance, stranger and enemy, the students will take the names from their people log (Assignment 1) and any other names they desire and develop a privacy circle. (Values Clarification)	
		<u>Long Term Assignment</u>. Make a collage of yourself on your folder.	

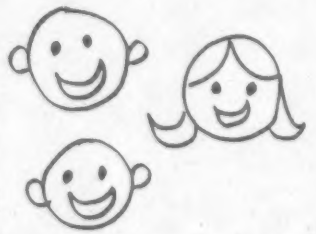
LEARNER OBJECTIVES: The student will be able to list traits about himself and identify them as helpful or hindering in maintaining interpersonal relationships.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Audio visual equipment and materials must be made available and set up.		Filmstrip: Belonging to a group (Discovering your personality) <u>Assignment</u>: List 20 things about me. (personality, habits, frustrations, talents) Place a + by those you like Place a - by those you dislike Check those you want to change	Discussion and observation <u>Resources</u>: Belonging to a group (Discovering your personality) Guidance Associates (1973) two filmstrips record. This series worked well. The two filmstrips depict scenes that show peer groups interactions. They explore sharing, group pressures, acceptance and rejection. Other suggestions in Filmstrips. Coping with Competition (1974), Guidance Associates, Coping with Jealousy (1974), Guidance Associates.

LEARNER OBJECTIVES: Student will identify their likes and dislikes and compare them with their friends likes and dislikes and learn to use time and money more wisely.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Acquire enough space to contain small groups for discussion in relative privacy. Decide on and structure the groups Print budget sheets for hand out		List 20 likes and dislikes - Compare them with peers in a small group discussion in relative privacy. 	Observation
		<u>Assignment</u>: Hand out and explain the directions of Budget Sheet. The students will do the Budget Sheet and include it in his personal folder.	

LEARNER OBJECTIVES: Student will identify social skills necessary for different social situations and develop awareness of social dynamics in a unique way.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
		-Brainstorm a list of real famous people that you know and/or admire. -Brainstorm situations that you enjoy e.g. pizza party, hayride, etc.	

Assignment:

Pick 10 people from the famous people list and pick an activity that you would like to be involved in. Write a one page description of how these people compliment each other in a group - What might go wrong, who might not get along? Why?

How would you fit in?

What would you do?

Who would you like to spend the most time with? Why?

LEARNER OBJECTIVE: Student will plan and carry out a social activity with others including at least one new person.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
		Plan and carry out a social activity within the next two weeks, including at least one person whom you haven't been very involved with before.	
Follow up with collecting everything including the social activity plan in the personal folder. Make arrangements to see each child individually for personal assessment and assessment of the unit. Share notes and observations.			Each child gets as much time as necessary with counselor and/or teacher to evaluate, discuss, share and form conclusions about personal development, experiences insights and assessments related to the unit.

BUDGET SHEET

DIRECTIONS

1. List 20 things you do with your time.
2. Who initiated?
3. What skills needed?
4. How much money does it cost you?
5. Do you do it alone or with others?
6. Identify the 5 you enjoy most ☺
7. Identify the 5 you enjoy least ☹
8. Rate your current level of skill in the activities 1 superior through 5 needs improving
9. Check those you want to improve in.

ACTIVITY	WHO INITIATED?	WHAT SKILLS NEEDED?	$	ALONE - A OTHERS- O	☺ — ☹	1-5	✓

SOCIAL ACTIVITY PLAN

Example A - A Rollerskating Party

People to invite: _____ _____ _____

_____ _____ _____

Call _____ and _____today.
Ask if they can come Saturday to the _____skating rink.

Example B - Go Tobaggoning

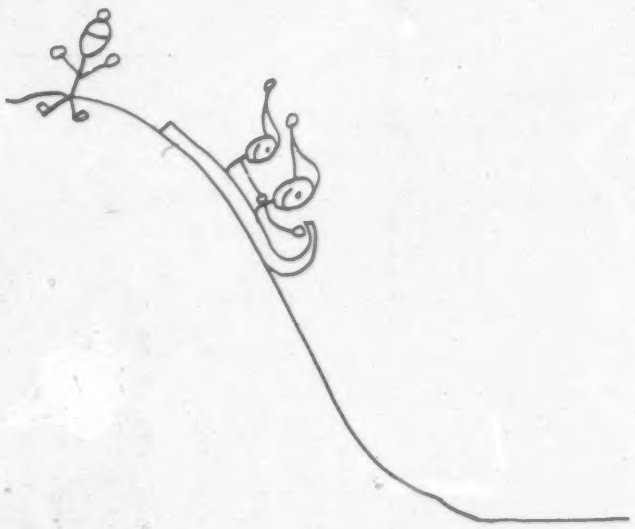
People to invite: _____ _____ _____

_____ _____ _____ etc.

Cost: $5.00
Donuts - 24
Hot chocolate (a lot)

Rides:
My mom
_____'s mom

Time:
_____ to _____



EVALUATION FOR: MYSELF

Think about the activities you do (both in school and during your free time) and answer the following questions by circling the best choice for you.

1. Do you do things alone or with other people?

   A. Almost always with other people.
   B. Usually with other people but sometimes alone.
   C. Usually alone but sometimes with other people.
   D. Almost always alone.

2. When you want to do something, do you ask others to join you or do you wait for them to ask you?

   A. Almost always ask others to join me.
   B. Usually ask others but sometimes want for them to ask me.
   C. Usually wait for others but sometimes ask them first.
   D. Almost always wait for others to ask me.

3. Do the things you like to do require a lot or a little money?

   A. Almost always require a lot of money.
   B. Usually require a lot of money but sometimes don't.
   C. Usually require a little money but sometimes don't.
   D. Almost always require little money.

4. In general are you happy or not happy with the activities you do?

   A. I am almost always happy with what I do.
   B. Usually I am happy but sometimes I am not.
   C. Usually I am not happy but sometimes I am.
   D. I am almost always not happy with what I do.

5. What kind of skills do you use in the activities you do? Circle the two skills you most often use.

   A. Literary (reading, dramatics)
   B. Physical (sports, dance)
   C. Art-Craft (painting, handicrafts)
   D. Mechanical (building and fixing things)
   E. Scientific (collecting and/or studying nature)
   F. Musical (singing, playing instruments, listening to records)
   G. Social (being with people, talking)
   H. Other (fill in)_____

EVALUATION FOR: MYSELF continued...

6. What kind of skills do you wish you had and would develop if you could? Circle the two skills you wish you had.

A. Literary (reading, dramatics)
B. Physical (sports, dance)
C. Art-Craft (painting, handicrafts)
D. Mechanical (building and fixing things)
E. Scientific (collecting and/or studying nature)
F. Musical (singing, playing instruments, listening to records)
G. Social (being with people, talking)
H. Other (fill in)_____

Answer the following questions either T (True) or F (False)

7. _____ I act differently depending on who I am with.

8. _____ Some people just aren't able to be leaders in anything.

9. _____ There just aren't many interesting things to do in life.

10. _____ I'm just not being honest if I don't act about the same way all of the time.

11. _____ Since different people have different skills, they will be leaders in different situations.

12. _____ Everyone has some characteristic which can make them interesting to others.

13. _____ Most people really don't think very much about how they spend their time.

14. _____ A person who is interesting to one person may not be very interesting to another.

15. _____ How interesting my life is, depends on how hard I work to make it interesting.

16. _____ It is possible to be the type of person I really want to be if I just work at it.

EVALUATION FOR: MYSELF continued...

Other Possible Evaluation Ideas

A. A Sociogram before and after would reveal concretely the changes in individuals social patterns.

B. A checklist of items to observe in attitude changes and/or behavioral changes reveals developmental factors.

C. Interview and observation with a checklist of items to observe in changes of attitudes, behavior and new insights.

D. Pre and post questionnaire. (We used the interpersonal skills questionnaire included with this unit).

E. Attitude Scale Items

1. Do I take the initiative in doing the best I can to get what I need?
   OR
   Do I wait and hope that somehow my need will be met by somebody else coming to me with its answer?

2. Do I decide what's important for me?
   OR
   Do I allow others to make those decisions?

3. Do I try new things?
   OR
   Do I hang on to what I am familiar with even if I don't like it anymore?

4. Do I do my best to have a satisfying day everyday?
   OR
   Do I get frustrated frequently and feel sorry for myself?

5. Do I live my personal life as I see fit and take my chances that some people will not like me
   OR
   Do I only do those things that others approve of?

6. Do I see life as exciting and stimulating?
   OR
   Do I experience myself caught in a boring life over which I have no control?

7. Do I accept my need for other people as part of my life-style?
   OR
   Do I feel, "Who needs them?"

8. Am I willing to take the risk of reaching out to others?
   OR
   Am I afraid of having my feelings hurt and avoid others?

9. Do I learn from my mistakes?
   OR
   Do I just get angry and feel bad when I make mistakes?

10. Do I accept myself as I am and try to grow more into what I want to be like?
    OR
    Do I put myself down or feel that I have to show off often to prove myself?

TITLE: What Career For Me?

GRADE: Eighth

GOAL: For the individual to identify a high interest area and to evaluate that area in light of a number of occupational exploration experiences.*

TIME: Approximately 5 - 45 minute sessions
Two sessions teamed with counselor
Two field trips

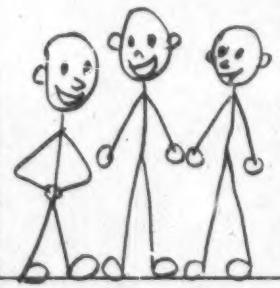
DEVELOPERS: Marvin Weber - Counselor
Margaret Blazek - Teacher

* Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The Student will choose his/her area of interest for further exploration .

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	RESOURCES
Gather resources	Help teacher find resources		Form #1 Form #2 Jobs in Your Future Job O Work Scope Microfiche View Brochures from the Vocational Center
Have students keep folder of all materials (see attached)		Keep folder of all materials	
Lead discussion of possible sources of information for careers		Brief discussion of possible sources of information for careers	
Teacher will identify possible classroom visitation sites 	Help teacher find resources	Fill out Form No.1; place in folder Fill out pages 10, 11, 12 and 13 of Jobs in Your Future "How do you see yourself" and "What do you like to do best?" Fill out Form No.2 Choose classroom to visit in SEOVEC based on their interest choice from above	

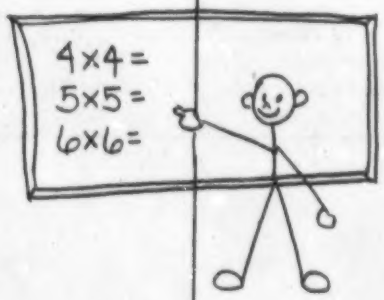
LEARNER OBJECTIVES: The Student will choose his/her area of interest for further exploration.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Facilitate rap session	Assist teacher in rap session	Small group with same interest rap session, to raise questions in preparation of *visit: A. What do you think you will see there? B. What do you want to know about the area? Brochures on their interest area	
	Help those students who cannot identify clear interest area	Students unable to identify visit choice will have group discussion with counselor zeroing in on identifying interest * SEOVEC - The area Vocational Center	

LEARNER OBJECTIVES: The student will choose his/her area of interest for further exploration.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Make contacts with instructors who would welcome visitors. Set up times for visit. Take pictures Tape group reports	Identify areas at the Vocational Center that could be visited; instructors who would be receptive to visitors	Trip to SEOVEC in interest group Follow up with group reports, pictures as visual aides, tape these reports for further study. Pre-Session to motivate and set stage for visitation:	
Make arrangements for resource people to visit school	Help teacher identify resource people in community	Small group - Interaction between qualified adult practitioner and interested students (20 minute sessions) (in school resource persons)	
Make arrangements for students to shadow a practitioner on their job (1/2 day?)	Assist teacher	Student chooses area he/she wants to shadow Identify area of interest: (follow field trip procedure)	
		Day of shadowing	

LEARNER OBJECTIVES: The Student will evaluate his original interest choice in the light of his experiences on the field trip, listening to the qualified practitioners and the shadowing day.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Conduct evaluation 		Taking their original interest form <u>What Do You Like To Do Best</u>?. answer these questions - 1. Is this still my major interest - If so why ? If not why ? relating the experience gained from field trip, shadowing and guest speakers.	

EVALUATION FOR "WHAT CAREER FOR ME?" MODULE

As you spent time with the person you shadowed, what did you notice? For each pair of items, check the one which best describes what the person's work was really like.

1. ____ Worked mostly with objects and things.
   ____ Worked mostly with people.

2. ____ Did many different activities.
   ____ Did a few activities over and over.

3. ____ Did mostly what was told to do.
   ____ Made lots of decisions about what to do.

4. ____ Worked with other people.
   ____ Worked alone.

5. ____ Told others what to do.
   ____ Was told what to do by others.

6. ____ Got dirty while working.
   ____ Stayed clean while working.

7. ____ Wore special clothes like a uniform.
   ____ Did not wear special clothes.

8. ____ Needed to be physically strong to do the work.
   ____ Did not need to be physically strong to do the work.

9. ____ Stayed in one place while working.
   ____ Moved around while working.

10. ____ Could schedule own time.
    ____ Had to follow a schedule set by someone else.

11. ____ Worked in a quiet place.
    ____ Worked in a noisy place.

12. ____ Needed special training after high school to get the job.
    ____ Didn't need special training after high school to get the job.

13. ____ Needed a special license from state to get job.
    ____ Didn't need special license from state to get job.

14. ____ Worked the same hours every day.
    ____ Worked different hours on different days.

15. ____ Was happy while at work.
    ____ Wasn't very happy while at work.

EVALUATION continued...

Please mark the following either T (true) or F (false).

	T	F	
1.	____	____	After I choose one job, I probably can't choose another.
2.	____	____	I can't choose a job until I know what kind of person I am.
3.	____	____	I can do any kind of work if I just try hard enough.
4.	____	____	I don't really have to think about choosing an occupation until I am out of school.
5.	____	____	I don't know how to go about getting into the kind of job I want.
6.	____	____	I can't decide what courses to take in high school.
7.	____	____	I seldom think about the kind of job I might want in the future.
8.	____	____	Working is about the same as going to school.
9.	____	____	I don't know much about the requirements for jobs.
10.	____	____	There is only one occupation that is right for me.

TITLE: Decisions-Decisions-Decisions

GRADE: Eighth

GOAL: The student will know and be able to apply the decision-making process.

TIME: Approximately 2 weeks - 45 minute sessions

4 sessions teamed with counselor.

DEVELOPERS: James Holmes - Counselor

Shirley Larges - Teacher

* Drawn from the Michigan Department of Career Education, A Reference Guide, Career Development Goals and Performance Indicators.

LEARNER OBJECTIVES: The Student will be able to define a limited objective.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
1. a. Teacher will pass out sheet containing all decision making steps - emphasizing step one.		1. a. Students will examine decision making steps passed out by teacher.	Evaluation items 1 and 2.
b. Teacher will discuss with students the many decisions large and small in a day's time.		b. Students will discuss the many decisions of a life time both large and small.	
c. Teacher will request students to list individually 16 decisions they make in a day's time.		c. Students will list 16 small decisions they possibly make each day.	
d. Teacher will direct discussion of list results with class.		d. Students will participate in discussion of small decision list.	
e. Teacher will direct buzz groups and lead follow-up emphasizing the need to choose one of these at a time to work on.	Counselor may participate in small buzz groups to help get discussion moving.	e. Students will list 10 major decisions made in a life time in small buzz group on large sheets of paper.	Collect list and examin to see if students are able to list 10 major decisions.

LEARNER OBJECTIVES: The Student will be able to identify problems relating to objective.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
2. a. Teacher will show student a force-field analysis chart and explain how it works.		2.a. Students will listen to teacher explanation of force-field analysis.	Evaluation Item 3.
b. Teacher will ask that each student choose one large decision made in life from previous list and use a force-field analysis on it showing the problems relating to any overall objective.		b. Students will choose a large decision made in life from the previous work and use a force-field analysis on the objective.	Collect student papers and examine to see if force-field analysis was understood.
c. Teacher will conduct follow-up discussion of results.		c. Students will participate in follow-up discussion of force-field analysis.	

LEARNER OBJECTIVES: The Student will be able to gather information to solve problem.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
3. a. Teacher-Counselor role-playing situation of person trying to decide whether or not they should go to college. Force-field will be done in the situation showing of problems and pluses involved.	3. a. Counselor will play Counselee role, putting in as many variables as possible that are involved with decision.	3. a. Students will observe role-playing situation.	Evaluation Items 4, 5 and 6.
b. Teacher will direct group situation.		b. Students to list in groups - sources of information to help person trying to make this decision.	
c. Teacher will direct follow-up discussion.		c. Students will report by groups their findings and observations for gathering information.	

LEARNER OBJECTIVES: The Student will be able to evaluate gathered information.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
4. a.Teacher will list all group finding from previous activity and lead discussion of feasibility of these.		4.a.Students will participate in evaluating gathered information from previous exercise.	Evaluation Items 5 and 6

LEARNER OBJECTIVES: The Student will be able to narrow down possible solutions to a manageable few. (Choosing alternative).

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
5. a. Teacher will pass out options, dittoes and direct fill-out. Deciding page 23-24.		5.a. Students will fill out options - a decision making game.	Evaluation Item 2.
b. Teacher will direct and oversee this activity emphasizing this is a personal activity.		b. Students will individually select a personal problem and list 5 alternatives to solving that problem.	Collect papers and examine to see if alternatives were listed.

LEARNER OBJECTIVES: The Student will be able to study remaining possibilities and look for more information. (Risk taking alternatives)

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
6.a.Teacher will direct fill out of ditto material. Deciding, page 38,39,40. b.Teacher will direct game of selecting choices from boxes. c.Teacher will direct written evaluation of each students decision in previous game.		6.a.Student will complete Risk taking dittoes. b.Student will choose slips of paper from one of four boxes - drawing until they lose or decide to quit. Winners will be those with most money. c.Students will write on paper answers to these questions: 1.What was your first decision? 2.Would you make this decision again? If so why? If not, why not? 3.What decision would you make first if you played this again?	Collect and examine Evaluations students completed.

LEARNER OBJECTIVES: The Student will be able to make a decision.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
7.a. Teacher will pass out and direct drawing and labeling exercise, characters on ditto are: 1. Angie Agonizer 2. Jerry-Jump with both feet. 3. George Give Up 4. Irma Intuition 5. Oliver Overwhelmed 6. Tommy Timid 7. Debbie Delayer	Counselor will lead discussion with students to help them identify the seven types of decision makers.	7.a. Student will read ditto sheet and draw their own character and character name and description for a good decision maker.	Evaluation Item 3. Collect and examine description of a good decision maker.

LEARNING OBJECTIVES: The Student will be able to evaluate the decisions made.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
8. a.Teacher will lead brainstorming activity of decision making evaluation and discussion follow-up.		8. a.Students will as a class brainstorm: "How do you feel when you've made an incorrect decision?" "How do you feel when you've made the correct decision?"	

LEARNER OBJECTIVES: The Student will be able to decide if the decision was incorrect.
To review decision making steps and to try another solution.

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
9. a. Teacher will direct listing activity. b. Teacher will lead discussion of alternatives and review decision making steps.		9. a. Students will list alternatives when an incorrect decision has been made. b. Students will participate in discussion of alternatives and review as a class decision making steps.	

CHOOSING YOUR OCCUPATION

HOW TO DO IT

DECISION-MAKING

1. Define your objective (live the best possible life).

2. Identify your problem (choosing the occupation to help me get to 1st objective).

3. Gather information needed to solve problem - (find out about yourself and about occupations).

4. Evaluate the information (study information carefully - eliminate what's not useful, keep the part that will help you solve the problem.)

5. Narrow down the possible solutions to a manageable few. (only the good possibilities).

6. Study the remaining possibilities very carefully - get more in-depth information.

7. Make the best decision, choose the occupation which, everything considered, seems best for you.

8. Follow-up - Keep track of how things are going in spite of all your effort, you could have made a mistake.

9. Decide again - If your follow-up tells you that you have made a correct decision, keep going - if your follow-up tells you you have made an error, go back to number 1, and begin again.

EVALUATION FOR "DECISIONS, DECISIONS, DECISIONS" MODULE

Item 1. List all the careers that you think you might some day be interested in:

2. Which of these is most interesting to you right now:

3. Look at your choice:

List here the reasons you made your choice:

List any things that will make it hard for you to reach your choice:

4. Check any of the following resources which you used to choose your most interesting career. (15 items)

_____ Talk to Parents

_____ Talk to people in occupation

_____ Talk to counselor

_____ Talk to teacher

_____ Talk to friends

_____ Observe workers

_____ See movies

_____ See TV

_____ Taped recorded interviews

_____ Occupational Outlook Handbook

_____ Project VIEW

_____ Magazines

_____ Write businesses for information

_____ Newspapers

_____ Talk to relatives

EVALUATION FOR "DECISIONS etc. continued...

Item 5. Check the three high school areas which are most important for your choice:

_____ Math

_____ Science

_____ History

_____ Foreign Language

_____ Business (typing, shorthand, bookkeeping)

_____ Art

_____ Music

_____ Communication Skills (English speech, drama, etc)

_____ Area Vocational Center Program

_____ Home Economics

_____ Industrial Arts (drafting, machine shop, auto shop, etc.)

_____ Physical Education

6. Check any of the following choices that would be necessary for you after high school.

_____ Community College

_____ College

_____ Military Service

_____ Business or Technical School

_____ Apprenticeship Training

_____ Work Experience

FORCE FIELD

Force Field Analysis is a method of looking at a goal in terms of positive and negative forces. i.e.

Goal: I will go to College.

Positive force →	Negative force ←
good student	not sure of field of study
likes to study	math skills weak
wants a degree	time involved

This can be used as an action strategy plan by trying to add to the list of forces for and/or trying to reduce or eliminate the forces against.

D E C I S I O N S

D E C I S I O N S

DECISIONS

DECISIONS

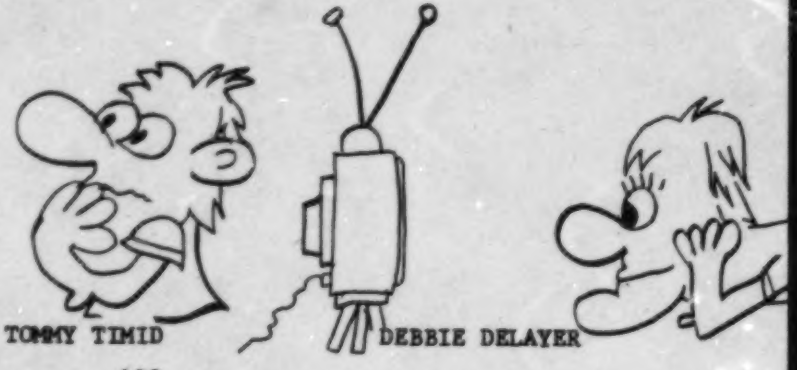
ANGIE AGONIZER

JERRY JUMP IN WITH BOTH FEET

GEORGE GIVE UP

IRMA INTUITION

OLIVER OVERWHELMED



TOMMY TIMID

DEBBIE DELAYER

TITLE: Investigating Careers

GRADE: Four

GOAL: The student will increase his/her awareness of careers through Language Art objectives.

TIME: Six - one hour sessions twice a week.

DEVELOPERS AND IMPLEMENTORS: Nancy Abraham - Counselor
Irene Mann - Career Education Coordinator
Anita Owen - Media Specialist
Barbara Taylor - Reading Support Teacher
Gwen Harrington - Teacher
Richard Spencer - Teacher
Frank Gartland - Principal

General Overview

The purpose of this unit is to infuse Career Awareness through Language Arts objectives. Children will have an opportunity to work in a small group, share with one another and practice several interation skills.

Method

1) Each child is given a ditto sheet listing the career clusters.
2) The children are asked to choose and list three clusters they would like to learn about.
3) Divide children into groups according to the cluster choice.
4) In their small groups they will brainstorm what they already know about their career cluster; do research using available media to gather additonal information; and report gained knowledge in the form of a project.

In order to keep the groups small, additional personnel - such as guidance counselor, reading support teacher, media specialist, elementary principal and career education coordinator - were used to supervise the children.

1. Reference Materials relating to Career Clusters:

Health, Marine Science, Fine Arts and Humanities, etc.

a. books
b. filmstrips/cassettes
c. pamphlets
d. film loops
e. magazines
f. flat pictures
g. Popeye career cluster comics
h. ditto sheets re: investigation, surveillance sleuthing and witness
i. newspaper
j. T.V.
k. radio

2. Field Trips
These will vary according to the cluster group.

3. Human Resources
These will vary according to the cluster group.

4. Activities:

Booklet - Pictures and reports about various occupations within a career cluster.

Me Box - (see attached sheet)

Mural - Showing people in our working environment

General Overview continued...

Taping - What people like/dislike about their job; working conditions; preparation for job or personality characteristics. (see attached sheet for questionnaire)

Cluster Kit - Combining the work of all group members into one kit to be used as a resource by other children in a media center.

Brainstorming - What you know about your chosen topic.

5. Length of Time
6 - 1 hour sessions twice a week. Children may work gathering information and making their projects in their spare time.

LEARNER OBJECTIVES: The increase student awareness of occupations within a cluster

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials needed One copy for each student: Popeye comics Investigation sheets Witness sheets Surveillance sheets Sleuthing Sheets			
Review Brainstorming techniques (see attached sheet)		Brainstorm what they know about their occupational cluster. Use popeye comic and ditto sheets to gather information about their cluster.	<u>RESOURCE MATERIALS</u> Popeye Comic Book, <u>King Features</u>, 1973 235 E. 45th St. New York, N.Y. 10017.

LEARNER OBJECTIVES: To utilize verbal expression

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Write up role playing situations that apply to cluster groups.	Interview form (see attached form) Review role playing methods. Explain method to children.	In small groups list questions to ask resource people. Role playing situations: i.e. Interviewing resource people, for job advantages and disadvantages. Interviewing for first job. First day on the job. Hiring a new employee. Coming in late facing employer.	

LEARNER OBJECTIVES: To use details gathered from experiences and research

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials Needed: construction paper loose leaf paper paper fasteners punch magazines paste scotch tape cardboard cartons cardboard strips paint tape recorder tape scissors	Assist children in making of project.	Make a: booklet	
Permission slips	Plan field trip	"Me" box	
Transportation	Contact role model	Mural	
Collect money		tape	
		collage	
		cluster kit	
		go on a field trip	

LEARNER OBJECTIVES: To gather information and contribute to discussion

TEACHER PREPARATION	COUNSELOR PREPARATION	LEARNER ACTIVITIES	EVALUATION PLAN
Materials needed: Media relating to career clusters: books filmstrips pamphlets film loops newspaper magazines Popeye comics filmstrip projector tape recorder film loop projector	Visual aids to display ideas of types of projects to be done, i.e.; "Me" Box, Mural, Booklet etc. List of available resource people. List of field trips.	Share information from students. Ditto Sheet (sleuthing etc.) with group members. Gather information relating to career cluster from available media. Decide on a project to make. Choose a resource person to visit class or decide upon a field trip. (see Royal Oak Resource Guide)	
Administer evaluation form to students.	Prepare an evaluation form. (see attached sheet).	Fill out evaluation form.	

Cluster_____

INVESTIGATION

What do you know about your Career Cluster? Brainstorm and list below.

The search:

Now open your Popeye comic book and add to your list.

Explore further:

Circle the occupations you want to find out more about.

Where will you look!

Cluster_____

SLEUTHING

What can you find out about your Career Cluster from Newspapers and Magazines?

WANT ADS

MAGAZINE/NEWSPAPER ARTICLES

Cluster_____

WITNESS

Who do you know that can give you some information about your Career Cluster?

Real life Person

Occupation

What she/he does

What tools she/he uses

Who does she/he serve

Other:

Cluster_____

SURVEILLANCE

What can you find out from T.V. about your Career Cluster? Watch T.V. and fill out this surveillance sheet.

T.V. Program

Occupation

What was she/he doing

What tools did she/he use

Who was she/he serving

CAREER CLUSTERS

Health Careers
Environmental Careers
Manufacturing Careers
Transportation Careers
Communications & Media Careers
Construction Careers
Marketing & Distribution Careers
Agri-Business & Natural Resource Careers
Marine Science Careers
Public Service Careers
Personal Service Careers
Hospitality & Recreation Careers
Fine Arts & Humanities Careers
Consumer & Home-making Related Careers
Business & Office Careers

"HOW TO" SECTION II

GUIDE FOR BRAINSTORM SESSIONS

1. The basic aim of Brainstorming is to pile up a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.
2. Do not try to Brainstorm problems requiring value judgments. Brainstorming cannot make a decision for you.
3. The students feel a genuine effort to participate when their ideas and concepts are accepted as valuable contributions.

RULES FOR BRAINSTORM SESSIONS

1. Criticism is ruled out!

   Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Idea aren't hot enough; criticism isn't cold enough. Results are tepid.

2. Free-wheeling is welcomed:

   The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:

   The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

4. Combination and Improvement are sought:

   In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

RESOURCE PERSON INTERVIEW QUESTIONS

What do you do?

What kind of equipment or tools do you use?

Why is your job important?

How does your job affect me?

Where are you employed?

How large is the place of business?

What responsibilities does your job entail?

What training is required for this position?

What experience is necessary?

What are the physical requirements?

Is your job primarily an outdoor or indoor one?

What are chances for advancement?

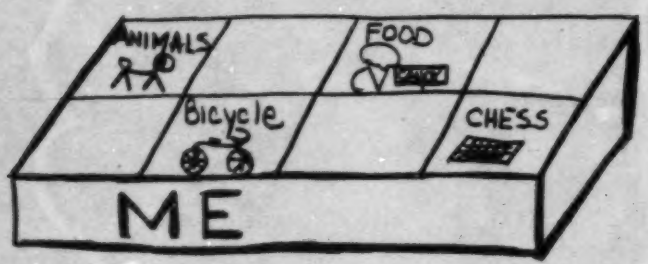
Do you enjoy your work?
- What do you like about your job?
- What do you dislike about your job?

Do you work on a product or with people?

"ME" BOX

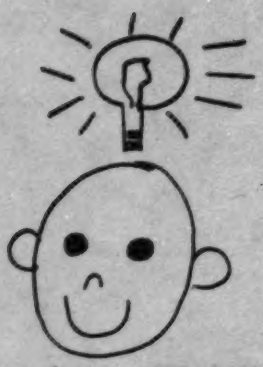
A way of showing one's individuality. Divide a beverage box into six to ten compartments. Place pictures or objects which reflect your interests, aspirations, personality and hobbies.

Variations: Thinking ahead "Me" ten years hence.



Guessing game - Identify the "Me" box with its owner.

How I see you - Make a "Me" box for a friend.



EVALUATION FOR "INVESTIGATING CAREERS" MODULE.

1. List 2 things that you learned from this experience.

   1.

   2.

2. Check (✓) the things you did in your group and circle O the things you liked to do.

   _____ worked in a small group

   _____ worked with children from another class

   _____ talked with a resource person

   _____ shared ideas with group members

   _____ talked with my parents about my project

   _____ learned about careers

   _____ used books, filmstrips and new materials

   _____ did research on my own

3. Would you like to do this again?

4. Other comments:

SELECTED TEACHER REFERENCES

TITLE	AUTHOR	PUBLISHER
Jobs in Your Future	Scope/Skills Books Miriam Lee	Scholastic Book Services (1973)
View		Michigan View Lab (1974-75)
Job-O		
Work Scope		
Deciding	H.B. Gelatt, Barbara Varenhorst and Richard Cary	College Entrance Examination Board, New York (1972)
Vocational Brochures		Southeast Oakland Vocational Education Center
Kuder General Interest Survey Form E	G.Frederic Kuder	Science Research Assoc.Inc.
Who Am I? Multi-Media		Dimension Series Scholastic Magazine 1973.
Values and Teaching	Louis E.Raths Merrill Harmin Sidney B.Simon	Charles E. Merrill Publishing Co.
Discovery Series "Thinking About Personalities"		Scholastic
I Am Freedom's Child	Bill Martin	Bill Martin Freedom Book Series.
Man as Individual		Brace, Harcourt, Jovanich
Careers Exploration & Decisions	Jack L.Rettig	Prentice-Hall, Inc. New Jersey (1974)

REFERENCES continued...

TITLE	AUTHOR	PUBLISHER
Teaching Practices Designed to Foster Self Understanding	John J.Pietrofesa	Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, (1968)
Values Clarification. A Handbook Of Practical Strategies For Teachers and Students.	Sidney B.Simon Leland W.Howe Howard Kirschenbaum	Pennant Educational Materials
Filmstrips A778SA Foundations forOccupational Planning.		Singer Soc. for Visual Ed.
Film: Modern Life: Choices and Conflicts.		Bosustow Film Co.